

Kentucky Department of Education
Division of Exceptional Children Services
January 30, 2007

Introduction to the 2007 Annual Performance Report and The State Performance Plan

In 2004, Congress reauthorized the Individuals with Disabilities Education Act (IDEA). As part of the 2004 IDEA Reauthorization, Congress required that every State Educational Agency (SEA) submit a State Performance Plan (SPP) to the federal Office of Special Education Programs (OSEP).

The SPP is a six-year performance plan, which evaluates a SEA's efforts to implement IDEA requirements and describes how the SEA will improve its performance in twenty critical areas, known as indicators. Fourteen of the SPP indicators (Indicators One through Fourteen) are a combination of areas that gauge educational outcomes for students with disabilities, as well as school districts' strict compliance with IDEA requirements. The last six SPP indicators (Indicators Fifteen through Twenty) judge the SEA's exercise of general supervisory authority under IDEA.

The Kentucky Department of Education (KDE) through the Division of Exceptional Children Services (DECS) submitted its first SPP to OSEP on December 2, 2005. The Office of Special Education and Rehabilitative Services (OSERS) approved the initial SPP on March 24, 2006. OSERS requested that DECS submit additional information on several indicators as part of the yearly update of the SPP, known as the Annual Performance Report (APR), due to OSEP by February 1, 2007.

KDE opted instead to submit a "revised" SPP as allowed by OSEP. Included in this year's revised SPP is the information requested by OSERS in March 2006. The 2007 SPP also contains information on the "new" SPP Indicators (Indicators Four B, Seven, Eight, Nine, Ten, Eleven, Thirteen, Fourteen and Eighteen) for which reports were not required in December 2005. The SPP for the "new indicators" is comprised of an Overview, Baseline Data and Discussion of the Data, Targets, and Activities with related Timelines and Resources. The revised 2007 SPP accompanies the 2007 APR as part of KDE's annual submission to OSEP on our performance on the SPP indicators over the past year.

Please note that when comparing the number of school districts in the 2005 SPP and the 2007 APR, the number will vary. In December 2005 (Federal Fiscal Year, or FFY, 2004), the year of the initial SPP, Kentucky had 176 school districts. For the current year (FFY 2006) Kentucky has 175 districts due to a merger between two districts. KDE projects there will be 174 districts for FFY 2007, again, the result of a merger between two districts. Data from the Kentucky Continuous Monitoring Process (KCMP) show an additional three districts to the number of school districts – Kentucky School for the Blind, Kentucky School for the Deaf and the Model Laboratory School located at Eastern Kentucky University. Thus, for FFY 2004 and 2005, for KCMP data, the total number of districts was 179. For FFY 2006, the number is 178.

The 2007 APR contains the yearly updates on the performance of indicators addressed in the 2005 SPP – Indicators One, Two, Three, Four A, Five, Six, Twelve, Fifteen, Sixteen, Seventeen, Nineteen, and Twenty – as well as any needed revisions to the SPP Targets, Activities, Timelines and Resources for these indicators.

DECS began the process of writing this year's APR and making revisions to the SPP in February 2006. The SPP/APR work group consisted of DECS staff, staff from KDE's Division of Early Childhood Development, and the Special Education Cooperative Network. The work group met a minimum of one

time a month throughout the year, with the meetings being facilitated by Kentucky's liaison from the Mid-South Regional Resource Center.

DECS also began monthly conference calls with its OSEP contact and its Mid-South liaison in summer 2006. The purposes of the calls were to discuss the status of the SPP and APR indicators and to obtain advice from OSEP in areas of uncertainty. DECS staff also participated on all monthly technical assistance calls with OSEP's Director of Monitoring and State Improvement Planning Division. DECS obtained additional technical assistance from the National Center on Special Education Accountability Monitoring (NCSEAM) for the 2007 APR and SPP, which was a continuation of NCSEAM's on-going work with Kentucky since 2005.

DECS also consulted with the State Advisory Panel for Exceptional Children (SAPEC) several times during the process of developing the 2007 SPP/APR. DECS requested the SAPEC's input on Targets and Activities for the "new" SPP indicators - once on October 19, 2006 and most recently on January 18, 2007. In addition to the required input from the SAPEC, DECS and the Division of Early Childhood Development consulted with other stakeholders and KDE divisions. Groups that provided input on the 2007 SPP/APR include the Kentucky Special Education Cooperative Network, the Statewide Collaboration Workgroup, the Kentucky Interagency Transition Council for Persons with Disabilities, , the Kentucky Postschool Outcomes Advisory Group, Preschool Coordinators, Directors of Special Education, Early Childhood Regional Training Center Directors, Early Childhood Faculty from Institutions of Higher Education, KDE's Division of Curriculum and Instruction, and KDE's Division of Assessment Implementation.

KDE will post its revised 2007 SPP and APR on the KDE web site by the end of February 2007. A banner will announce the location of the documents on the web site. KDE's Division of Communication will simultaneously issue a press release to Kentucky's largest newspapers, announcing the posting of the documents. By the end of April 2007, KDE will report to the public on the performance of each school district in a similar manner, i.e., posting districts' performance on the KDE web site and through a press release to the state's largest newspapers.

Since beginning the process in 2003, KDE has spent enormous amounts of time and resources in the development of its Annual Performance Reports and State Performance Plans. Fortunately, the efforts have proved to be enormously meaningful. The process of developing the SPP and APR - collecting and analyzing data, talking to stakeholders, setting meaningful targets, and developing and revising activities based on the data - has led KDE to center its efforts on critical areas in IDEA as reflected by the SPP Indicators. We believe that the result of this focus will be better outcomes for children with disabilities in the Commonwealth of Kentucky.

Part B State Annual Performance Report (APR) for 2005

Overview of the Annual Performance Report Development: See Introduction.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

As directed by OSEP, Kentucky is reporting this data from two sources. We are using the OSEP formula to calculate the graduation rate for students with disabilities and the Kentucky Department of Education (KDE) formula that determines the graduation rate for all youth grades 9-12. We are using two data sources because KDE has been unable to disaggregate its graduation rate data for all youth. Since Kentucky has now assigned unique student identifiers, we have the capability to disaggregate the 2005-2006 dropout data. We expect this report will be available May 2007. Since Kentucky has now assigned unique student identifiers, we have the capability to disaggregate the 2005-2006 dropout data. We expect this report will be available May 2007. Since the graduation rate formula is based on four (4) years of dropout data, Kentucky will continue to use two sources for Indicator 1 until four years of data are collected.

Kentucky collects graduation rate data for all youth using the formula below.

As defined by Kentucky's formula, the *Graduation rate for all youth* is the quotient of: [number of current year grade 12 completers (standard diploma within 4 years, including students with disabilities whose IEP's stipulate they will need more than four (4) years to obtain a standard diploma)] divided by [number of current year grade 12 completers (includes standard diplomas plus certificates of completion) plus number of current year grade 12 dropouts plus the number of dropouts from the current 12th grade that dropped out as 11th graders plus number of dropouts from the current 12th grade class that dropped out as 10th graders plus number of dropouts from the current 12th grade class that dropped out as 9th graders].

Completers^{CY} (standard diploma in 4 years + IEP specifying more than 4 yrs)

 Completers^{CY} (standard diplomas + certificates) + Grade 12 dropouts^{CY} + Grade 11 dropouts^{CY-1} + Grade 10 dropouts^{CY-2} + grade 9 dropouts^{CY-3}

CY=Current year

Because the above method of data reporting cannot be disaggregated at the state level, Kentucky is using the OSEP method to calculate the graduation rate for students with disabilities.

$$\frac{\text{\# graduates receiving regular diplomas}}{\text{\# grads + \# GEDs (and certificates) + \# dropouts + \# who maxed in age + \# died}}$$

FFY	Measurable and Rigorous Target
2005-2006	Sixty-two and one-tenth percent (62.1%) of students with disabilities will graduate with a regular diploma.

Actual Target Data for 2005-2006:

Kentucky collects graduation rate data for all youth using the formula below. The data cannot be disaggregated at this time. Data for the 2005-2006 school year will be available May 2007. The most current data (including school year 2004-2005 are reflected below.

Graduation Rate of All Youth

Completers^{CY} (standard diploma in 4 years + IEP specifying more than 4 yrs)

 Completers^{CY} (standard diplomas + certificates) + Grade 12 dropouts^{CY} + Grade 11 dropouts^{CY-1} + Grade 10 dropouts^{CY-2} + grade 9 dropouts^{CY-3}

CY=Current year

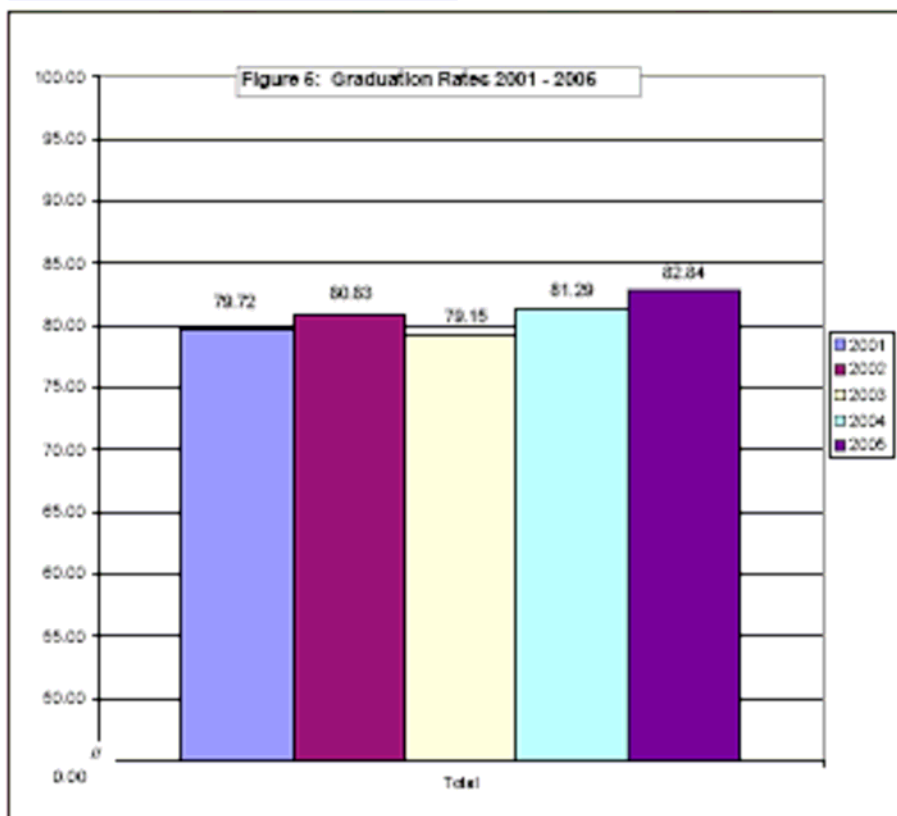
36872 completers + 255 completers with IEP allowing more than four years
 ((36872 + 255) + 695 more than four years + 380 certificates) + 1607 Gr12 dropouts
 + 1631 Gr11 dropouts + 1750 Gr10 dropouts + 1630 Gr9 dropouts

$$\frac{37,127}{44,820} = 82.84\% \text{ Graduation Rate for All Youth}$$

Indicator 1, Table A
Graduation Rate for All Youth
2001-2005

Figure 5: Graduation Rates 2001-2005

	2001	2002	2003	2004	2005
Total	79.72	80.83	79.15	81.29	82.84



Note: 2001 was the first year graduation rate was available.

Chart copied from Briefing Packet: Nonacademic Data: Dropout, Retention, Transition to Adult Life, and Graduation Rates, 1993-2005 State Totals, May 25, 2006.

**Graduation Rate of Students with Disabilities (by OSEP Method utilizing
2005-2006 Section 618 Data)**

$$\frac{\# \text{ graduates receiving regular diplomas}}{\# \text{ grads} + \# \text{ GEDs (and certificates)} + \# \text{ dropouts} + \# \text{ who maxed in age} + \# \text{ died}}$$

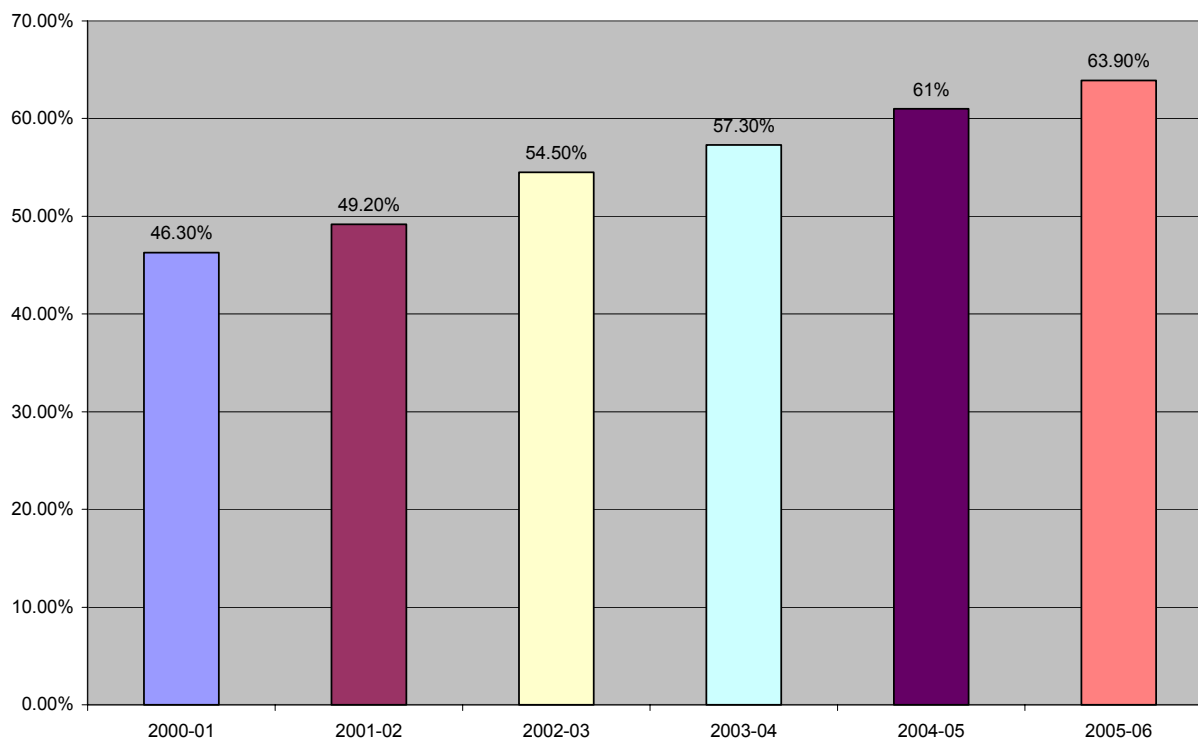
Kentucky 2005-2006 Section 618 Exiting Data:

$$\frac{3143 \text{ graduates receiving regular diploma}}{3,143 \text{ grads} + 361 \text{ certificates} + 1,369 \text{ dropouts} + 27 \text{ aged out} + 18 \text{ died}}$$

$$\frac{3,143}{4,918} = 63.9\% \text{ Graduation Rate for Students with Disabilities}$$

**Indicator 1, Table B
Graduation Rate for Students with Disabilities
2001-2005**

Graduation Rate of Students with Disabilities According to 618 Exiting Data



As reflected in the graph, *Graduation Rates for Students with Disabilities*, there has been a significant increase in rate of graduation for students with disabilities. This rate increased from 46.30% in 2000-2001 to 63.9% in 2005-2006. Using this Section 618 Exiting Data, Kentucky has exceeded the target for 2005-2006 (62.1%). The validity and reliability of the 618 data are addressed in SPP Indicator 20.

The data for all youth (based on state nonacademic data) and the data for students with disabilities (based on Section 618 Exiting Data) are not comparable since Kentucky currently does not disaggregate these data. Since Kentucky has now assigned unique student identifiers, we have the capability to disaggregate the 2005-2006 dropout data. We expect this report will be available May 2007. Since the graduation rate formula is based on four (4) years of dropout data, Kentucky will continue to use two sources for Indicator 1 until four years of data are collected.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

The discussion of improvement activities in the SPP submitted in February 2007 aligns the activities to coordinate efforts to increase performance in Indicators 1, 2, 13, and 14. So, in this APR, this section, "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage" is summarized here for Indicators 1 and 2. The explanation of progress and slippage for Indicators 13 and 14 will be included in the APR submitted in February 2008.

Explanation of Progress or Slippage that occurred for FFY 2005

When analyzing the data for graduation rate and dropout rate for students with disabilities, progress was made toward the established target for 2005-2006.

2004-2005 Graduation Rate: 61%
Target: 62.1%
2005-2006 Graduation Rate: 63.9%
2004-2005 Dropout Rate: 5.48%
Target: reduce by .4%
2005-2006 Graduation Rate: 5.0%

Attributing to success for this target was progress made in the following activities:

- Dissemination of information on successful transition practices
- Initiation of pilot projects
- Increased collaboration with general education divisions within KDE

- Clarification of requirements and standards through the KCMP process
- Use of regional staffing to address transition needs in each Special Education Cooperative
- Direction provided by the State Transition Coordinator

Of the 1,369 students with disabilities who dropped out, an analysis of the 2005-2006 graduation rate and dropout data showed that 73% were identified in four of the disability categories.

- Other Health Impaired 16% (219 of the 1,369 students with disabilities who dropped out)
- Emotional/Behavioral Disability 18% (247 of the 1,369 students with disabilities who dropped out)
- Mild Mental Disability 27.2% (373 of the 1,369 students with disabilities who dropped out)
- Specific Learning Disability 27.7% (379 of the 1,369 students with disabilities who dropped out)

With the exception of the Other Health Impaired category, the number of dropouts decreased from 2004-2005 to 2005-2006. The number of dropouts in the Other Health Impaired category increased from 171 students to 219 students. DECS will continue to analyze data to determine the reasons for the increase in some disability categories and the decrease in most others. DECS will also continue to examine the dropout rate for African American students. We noted the percentage of African American students who dropped out decreased slightly from 21% to 20% of the total dropping out. In 2005-2006, African American students with disabilities represented 12% of the total number of students with disabilities.

DECS and the KCMP Subcommittee of the General Supervision Stakeholder Group will continue its work on clarifying the SPP Indicators which address disproportionality.

Special Education Transition Consultants will continue to analyze regional dropout data to determine if progress is being made across the geographic regions as well as between urban and rural districts.

Activity	Discussion of Improvement Activities Completed
1. KDE (including DECS staff) collaborates with selected schools serving students in alternate placements to implement new assessments, student planning and online resources as ways to increase the quality of instruction and boost student achievement.	<ul style="list-style-type: none"> • KDE staff reported to Kentucky Board of Education (KBE) 2/1/06. • Standards for monitoring were presented to KBE at 12/05 meeting. • Monitoring instrument was presented to KBE at 12/05 meeting. • Visits to selected schools are scheduled.
2. DECS will schedule annual data analysis reviews of the KCMP.	<ul style="list-style-type: none"> • DECS staff and Special Education Cooperative Directors held data analysis review 2/22-23/06. • NCSEAM held data analysis training 3/6/06. • KCMP data review was held 4/26/06. Staff and Coop Directors continue to analyze data. • KCMP Subcommittee of the General Supervision Stakeholder Group began work in 11/06. The members are reviewing and revising the KCMP Indicators to align with the SPP and the guidelines of the NSTTAC Indicator 13 Checklist.
3. DECS will develop additional data collection tools to determine program effectiveness and facilitate targeted activities for improvement.	<ul style="list-style-type: none"> • DECS staff and advisory groups are developing survey protocols for Indicator 14. • The In-school survey was developed and implemented. The first submission date was June 9, 2006. • The One Year Out survey is being developed and we are working with NPSO on the sampling calculator. • KCMP Subcommittee of the General Supervision Stakeholder Group began work in 11/06. The members are reviewing and revising the KCMP Indicators to align with the SPP and including the guidelines of the NSTTAC Indicator 13 Checklist.

Activity	Discussion of Improvement Activities Completed
4. KDE will continue to fund position of State Transition Coordinator through the Division of Exceptional Children Services (DECS).	<ul style="list-style-type: none"> DECS has funded this position for two years (2005-06 and 2006-07). We anticipate funding will continue.
5. KDE will continue to fund position of Transition Consultant in each of the eleven Special Education Cooperatives. State transition initiatives drive the work of the Transition consultants as liaisons between KDE and the local school districts, provide professional development, and provide technical assistance to their schools and districts, including Individual Graduation Planning, Inter-agency Agreements, IEP Transition requirements.	<ul style="list-style-type: none"> KDE has funded these positions for two years (2005-06 and 2006-07). We anticipate funding will continue.
6. Each KDE initiative that affects students with disabilities shall include a minimum of one DECS staff person to serve as members of the team to increase communication and collaboration both intra- and inter-departmentally within KDE.	<ul style="list-style-type: none"> A planning meeting with DECS was held 1/27/06. A meeting of all KDE transition-related initiatives (i.e., CTE, Dropout, Refocusing Secondary Education, Secondary GED, and Interdisciplinary Courses) is scheduled January 07.
7. DECS staff will serve on the committee in development and implementation of the Individual Learning Plan for all students. Transition Consultants will align transition-requirements training with the Individual Learning Plan process.	<ul style="list-style-type: none"> DECS staff now serve on the planning committee. Individual Learning Plan trainings began fall 2006 and will continue through spring 2007. These trainings are aligned with Individual Learning Plan requirements.

Activity	Discussion of Improvement Activities Completed
<p>8. DECS staff and Transition Consultants will disseminate information to special education personnel regarding interdisciplinary courses created through a collaborative effort led by the Division of Career and Technical Education.</p>	<ul style="list-style-type: none"> Information is being disseminated as it is developed.
<p>9. DECS and the Kentucky Transition Collaborative work continue and enhance:</p> <ul style="list-style-type: none"> Providing training and technical assistance to schools and adult services agencies Establishing and supporting regional demonstration projects to improve transition services on a local level Establishing and facilitating continuation of community, regional and state level transition teams Developing and maintaining a statewide transition database Developing and disseminating information and materials on transition and transition planning. 	<ul style="list-style-type: none"> The Transition Work Group (SIG Transition Coordinator, State Transition Coordinator, DECS Transition Program Consultant, and Special Education Cooperative Transition Consultants) continues to meet at least quarterly. The Transition Work Group will continue to provide training and technical assistance to school districts and schools. The Kentucky Interagency Transition Council will continue to meet quarterly. The Interagency Transition Core Team will continue to meet at least quarterly to maintain support and leadership to Regional Interagency Transition Teams. Special Education Cooperative Transition Consultants serve as the Chairpersons of the Regional Interagency Transition Teams. Regional Interagency Teams produce annual evaluation reports of their work and action plans outlining responses to regional needs. As part of its action plan, the Transition Work Group is developing and disseminating materials on transition and transition planning.

Activity	Discussion of Improvement Activities Completed
<p>10. Special Education Cooperative Transition Consultants will meet with Kentucky Association on Higher Education and Disability regarding disability documentation needs of students entering postsecondary education institutions after graduation, to develop technical assistance documents and professional development for high schools and post-secondary institutions.</p>	<ul style="list-style-type: none"> • The Disability Documentation Team will continue to meet regularly. It presented a draft document at the KY AHEAD conference held May 18-19, 2006. • The document was released to Directors of Special Education November 2006. The Team will continue to provide technical assistance and training to districts.
<p>11. DECS and interagency partners will continue work on development of a 'transition one-stop' website for all transition points birth through adult.</p>	<ul style="list-style-type: none"> • The Transition One-Stop Committee continues to meet at least quarterly • The Transition-One Stop website (http://www.transitiononestop.org/) is open but under construction.
<p>12. DECS and Special Education Cooperative Transition consultants will establish a pilot project on student led IEPs in each Special Education Cooperative region.</p>	<ul style="list-style-type: none"> • The Special Education Transition Consultants have formed a subcommittee addressing this project. Work is ongoing.
<p>13. DECS will examine Kentucky's transition-related activities and align them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. DECS will disseminate Standards after completion to interagency partners, Special Education Cooperative Transition consultants, Directors of Special Education, KDE staff, IHEs.</p>	<ul style="list-style-type: none"> • DECS have completed the initial draft and continue to work on this activity.

Activity	Discussion of Improvement Activities Completed
<p>14. DECS will continue its partnership with the National Center for Secondary Education and Transition and the National Post-School Outcomes Center through:</p> <ul style="list-style-type: none"> • Conference calls • Email communication • National Conference attendance 	<ul style="list-style-type: none"> • Interagency team attended National Summit in Washington DC in June 05. A member of team attended NPSO Conference in Portland and NSTTAC Conference in Denver. • SIG Transition Coordinator and State Transition Coordinator participate in conference calls and/or e-mail communications. • DECS is now using NPSO's Sampling Calculator.
<p>15. DECS staff will compare the data from the parental survey described under Indicator 8 (Parent Involvement) and the data from Indicator 14 (post-school outcome survey) to determine correlations between parent involvement and successful student outcomes in graduation. Based on data, DECS will develop interventions and strategies to increase high school graduation.</p>	<ul style="list-style-type: none"> • DECS will initiate this activity upon we receiving survey results.
<p>16. Special Education Cooperative Transition consultants in partnership with DECS will develop parent training modules that will used by the Parent Resource Centers, the Kentucky Special Parent Involvement Network (KYSPIN) or both.</p>	<ul style="list-style-type: none"> • Transition Special Education Cooperative Consultants are creating this training module; dissemination is expected spring of 07.
<p>17. DECS will continue e-mail distribution (Transition In-Box) of research-based and effective strategies for transition to districts.</p>	<ul style="list-style-type: none"> • DECS will continue its email distribution of Transition In-Box.

Activity	Discussion of Improvement Activities Completed
<p>18. Special Education Cooperatives will establish an electronic network for sharing and dissemination of research-based and effective practices as well as professional development strategies and activities across Kentucky's Special Education Cooperative Network.</p>	<ul style="list-style-type: none"> • All Special Education Cooperative consultants are now in the network established through www.kvhs.org • We are continuing efforts to improve the sharing and dissemination of strategies.
<p>19. DECS will publicize the use of Kentucky Virtual High School (on-line courses for high school credit) by <u>all</u> students.</p>	<ul style="list-style-type: none"> • Not yet initiated
<p>20. DECS will contact KVHS regarding expanding course offerings in order to promote access and use by students with a career and technical focus.</p>	<ul style="list-style-type: none"> • Not yet initiated
<p>21. DECS will partner with the University of Kentucky and Special Education Cooperatives to form a collaborative relationship with the Commonwealth Center for Instructional Technology and Learning (CCITL) to disseminate evidence-based and effective strategies for instruction to districts.</p>	<ul style="list-style-type: none"> • CCITL is now being implemented in many school districts. • DECS and Cooperatives are working with CCITL and ECU to maintain website.
<p>22. DECS will update the Kentucky Dropout Prevention Resource Guide (a web-based research guide).</p>	<ul style="list-style-type: none"> • NDPC-SD will be asked to assist DECS in revising and reviewing the Kentucky Dropout Prevention Resource Guide.

Activity	Discussion of Improvement Activities Completed
23. DECS will disseminate research-based strategies through the National Dropout Prevention Center.	<ul style="list-style-type: none"> • DECS are using the Transition In-Box as one means of disseminating strategies. • DECS will also use the Dropout Prevention Resource Guide. • As a result the state planning sessions of the NDPC-SD forum, activities in the SPP for Indicators 1, 2, 13, and 14 were reviewed. • The Transition Work Group is in communication with KDE's Dropout Prevention Branch regarding collaborating in the planning for the National Dropout Prevention Conference to be held in Louisville in 2007.
24. DECS will develop a marketing strategy for the use of dropout prevention resources and strategies by districts with embedded follow-up on a regional basis.	<ul style="list-style-type: none"> • Not yet initiated
25. Transition consultants will develop and disseminate a training module on self-advocacy and self-determination to districts.	<ul style="list-style-type: none"> • The module is being reviewed and revised to address new state regulations.
26. DECS will schedule annual data analysis reviews to determine underlying causes for higher dropout rates for students with disabilities when compared to the general population.	<ul style="list-style-type: none"> • Refer to Activity 2.
27. DECS will review and enhance the Community Based Work Transition Program (CBWTP) to increase program effectiveness and district participation.	<ul style="list-style-type: none"> • OVR has taken lead on this activity. Meetings have begun with OVR and CBWTP. OVR is conducting regional meetings to make districts aware of upcoming changes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005.*[If applicable]***Justification for Revision:**

As directed by OSEP, Kentucky is reporting this data from two sources. We are using the OSEP formula to calculate the graduation rate for students with disabilities and the Kentucky Department of Education (KDE) formula that determines the graduation rate for all youth grades 9-12. We are using two data sources because KDE has been unable to disaggregate its graduation rate data for all youth. Since Kentucky has now assigned unique student identifiers, we have the capability to disaggregate the 2005-2006 graduation rate data. We expect this report will be available May 2007. Proposed targets were not changed.

Also at the suggestion of OSEP, Kentucky has re-aligned the improvement activities listed in the December 2005 SPP to reflect the coordinated efforts to increase performance in Indicators 1, 2, 13, and 14. Activities were selected after review of the National Standards and Indicators for Secondary Education and Transition and other research information. In some instances, timelines were extended to allow for more extensive work or resources were added to support the work. Three activities were added as a result of further input from various stakeholder groups that included the SAPEC. One activity was deleted because it was a repeat of an already stated activity.

Revised Activities/Timelines/Resources:

In the SPP submitted February 2007, some activities/timelines/resources were revised. Timelines were revised in several activities to better align with the six-year period of the SPP. In some activities the clarification was added that the activity would occur annually. Resources were revised to reflect the assistance and support of DECS Staff and the Mid-South Regional Resource Center, as well as the National Centers that address transition.

Three activities were added after discussions and input from various stakeholder groups. These three activities, their timelines and resources, are listed in the following table.

Activities	Timelines	Resources
DECS staff will serve on the committee in development and implementation of the Individual Learning Plan for all students. Transition Consultants will align transition-requirements training with the Individual Learning Plan process.	2006 - 2010	DECS Staff Special Education Cooperative Transition Consultants
DECS staff and Transition Consultants will disseminate information to special education personnel regarding interdisciplinary courses created through a collaborative effort led by the Division of Career and Technical Education.	2006 and ongoing	DECS Staff Special Education Cooperative Transition Consultants
Special Education Cooperative Transition Consultants will meet with Kentucky Association on Higher Education and Disability regarding disability documentation needs of students entering postsecondary education institutions after graduation, to develop technical assistance documents and professional development for high schools and post-secondary institutions	December 2005- 2009	DECS Staff Special Education Cooperative Transition Consultants Kentucky Association on Higher Education and Disability Midsouth Regional Resource Center

The following activity was deleted. This activity was a repeat of an already stated activity.

DECS will develop additional data collection tools to determine program effectiveness and facilitate targeted activities for improvement.	February 2006 – February 2007	KCMP Monitoring Work group
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Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See Introduction

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Based on direction from OSEP, we revised the original December 2005 SPP to include two sources for all youth data and students with disabilities data. However, from the data for the 2005-06 school year, we are unable to disaggregate the dropout rate for students with disabilities from the formula Kentucky uses to calculate the dropout rate for all youth. Although Kentucky's formula is explained, for this report we are using the OSEP formula below to calculate the dropout rate for students with disabilities.

2005-2006 SpEd dropouts from grades 9-12 equals the dropout rate for students with disabilities divided by the total 2005-2006 SpEd enrollment in grades 9-12

Since Kentucky has now assigned unique student identifiers, we intend to disaggregate the dropout rate for students with disabilities based on the dropout rate data for all youth submitted for the 2005-06 school year. This data will be available May 2007. Following is the formula Kentucky uses to calculate the dropout rate for all youth.

2004-2005 all youth dropouts from grades 9-12 equals dropout rate for all youth divided by total 2004-2005 all youth enrollment in grades 9-12

FFY	Measurable and Rigorous Target
2005-2006	The dropout rate for students with disabilities will decrease by four tenths of one percent (0.4%).

Actual Target Data for 2005-2006:

Based on dropout data from 2005-2006 and the OSEP formula, Kentucky's dropout rate students with disabilities is **5.00%** (1,369 special education dropout students in grades 9-12 divided by 27,212 special education students enrolled in grades 9-12). The validity and reliability of the 618 data are addressed in SPP Indicator 20.

Based on dropout data from 2004-2005, Kentucky's dropout rate for all youth is **3.49%** (6,522 students who dropped out in grades 9-12 divided by 186,625). Refer to the section, *Measurement*, at the beginning of this indicator.

For the years 2001-2005, the following tables show the state dropout rate for all youth calculated according to Kentucky's formula explained in the *Measurement* section of this indicator (Indicator 2 Table A) and the dropout rate of students with disabilities based on Section 618 exiting data (Indicator 2 Table B).

Indicator 2 Table A

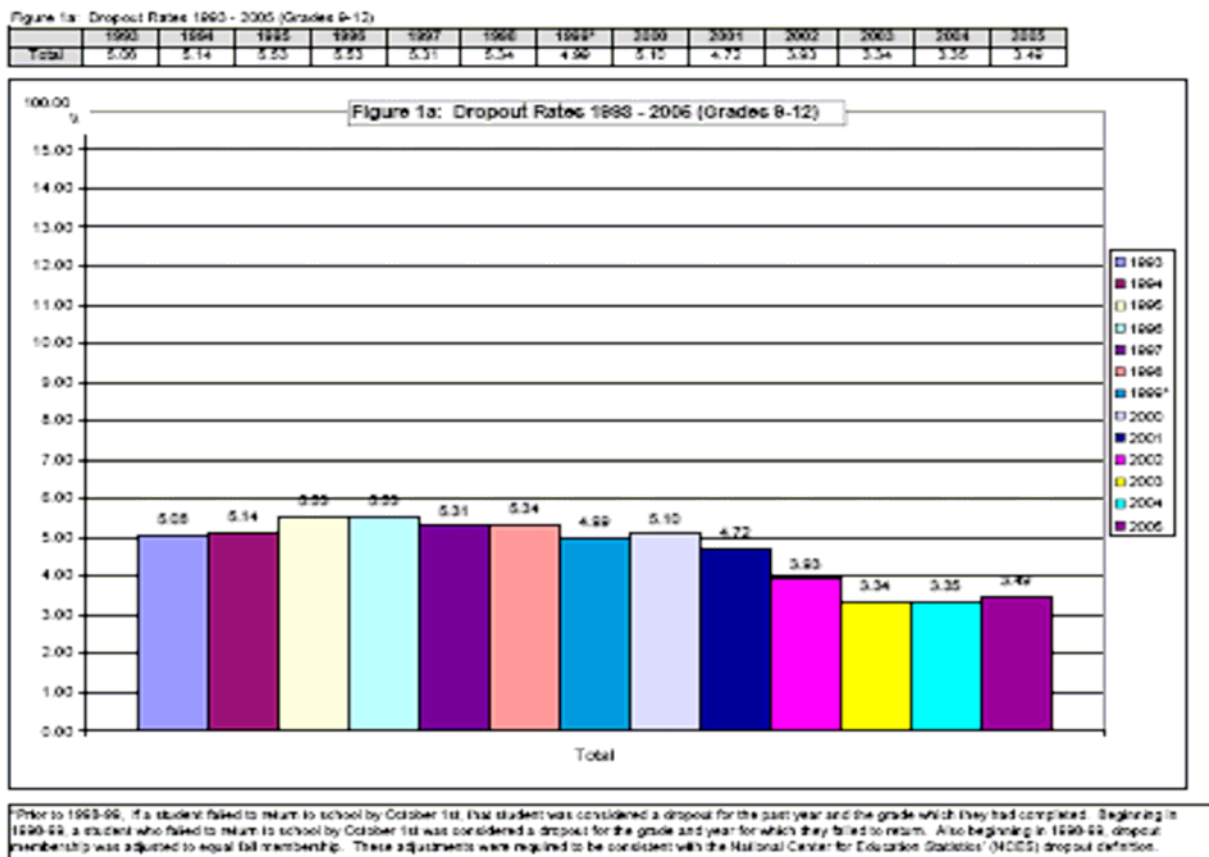
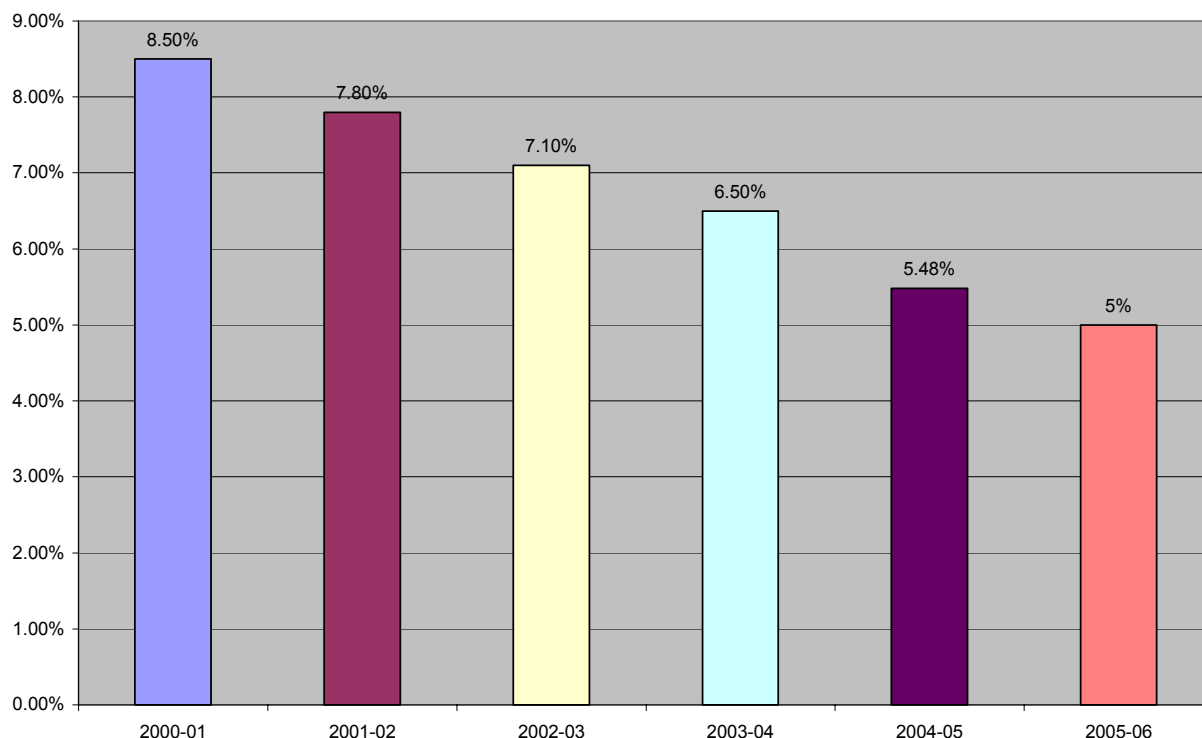


Chart copied from Briefing Packet: Nonacademic Data: Dropout, Retention, Transition to Adult Life, and Graduation Rates, 1993-2005 State Totals, May 25, 2006.

Indicator 2 Table B

Dropout Rates for Students with Disabilities According to 618 Exiting Data



As reflected in Indicator 2 Table B, there has been a steady decrease in rate of dropout for students with disabilities from 8.50% in 2000-2001 to 5.00% in 2005-2006. Using this Section 618 data, Kentucky exceeded the target for 2005-2006 (a decrease of 0.48% from 5.48% to 5.00%). The data for all youth (state nonacademic data) and the data for students with disabilities (Section 618 Exiting Data) are not comparable since we did not have the capacity to disaggregate Kentucky's the dropout rate data for all youth. Refer to the section, *Measurement*, at the beginning of this indicator.

In the APR to be submitted in February 2008, Kentucky will re-examine this indicator based on comparable data. At that time, the State Advisory Panel for Exceptional Children (SAPEC) will analyze this data along self-assessment data related to graduation and dropout rates districts are required to submit in their KCMP to determine if targets need revision.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

See discussion under Indicator 1. Kentucky has re-aligned the improvement activities to reflect the coordinated efforts to increase performance in Indicators 1, 2, 13, and 14.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005.

Based on the recommendation of OSEP to use the OSEP formula to calculate dropout rate for students with disabilities, we recalculated the data for Indicator 2 and revised the calculation of baseline data and the discussion of that data. The SAPEC also re-examined proposed targets and recommended they be revised in the February 2007 SPP. The revisions, however, yield the same end result over the six-year SPP period.

Revised Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The dropout rate for students with disabilities will decrease by four tenths of one percent (0.4%).
2006 (2006-2007)	The dropout rate for students with disabilities will decrease by four tenths of one percent (0.4%).
2007 (2007-2008)	The dropout rate for students with disabilities will decrease by four tenths of one percent (0.4%).
2008 (2008-2009)	The dropout rate for students with disabilities will decrease by four tenths of one percent (0.4%).
2009 (2009-2010)	The dropout rate for students with disabilities will decrease by four tenths of one percent (0.4%).
2010 (2010-2011)	The dropout rate for students with disabilities will decrease by four tenths of one percent (0.4%).

Revised Activities/Timelines/Resources:

As suggested by OSEP, Kentucky has re-aligned the improvement activities listed in the December 2005 SPP to reflect the coordinated efforts to increase performance in Indicators 1, 2, 13, and 14. Consequently, the activities, timelines, and resources for this indicator are identical to those for Indicator 1. Refer to Indicator 1 for a discussion of revisions.

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: See Introduction****Monitoring Priority: FAPE in the LRE**

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations
(percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in regular assessment with accommodations
(percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in alternate assessment against grade level achievement standards
(percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards
(percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a, but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right]$.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations
(percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations
(percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards
(percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards
(percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a, but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right]$.

Actual Target Data for (2005-2006)

3. A

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>53 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total=176 of districts in the State (31%).</p> <ul style="list-style-type: none"> • Target: 53 out of 176 (31%) • Performance: 80 out of 176 (45.5%) <p>Reading: 122 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total= 176 of districts in the State (69%).</p> <ul style="list-style-type: none"> • Target: 122 out of 176 (69%) • Performance: 112 out of 176 (64%) <p>Math: 112 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (63%).</p> <ul style="list-style-type: none"> • Target: 112 out of 176 (63%) • Performance: 115 out of 176 (65%)

3. B

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>100% of students with disabilities will continue to participate in the state's large-scale assessment.</p> <p>Target: 100% of students with disabilities participated in the state's large-scale assessment.</p> <p>Performance: 91.00% of students with disabilities participated in the state's large-scale assessment.</p>

3 C.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>50% of children with IEPs in grades assessed who are proficient or above as measured against the regular and alternate achievement standards.</p> <ul style="list-style-type: none"> • Target: 50% of students with disabilities made proficient or above on Kentucky's regular assessment. • Performance: <p>Reading – 35.86% of students with disabilities made proficient or above</p> <p>Math - 24.52% of students with disabilities made proficient or above.</p>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):

Discussion of Progress or Slippage made for A, B, and C:

3. A

Kentucky met its target for schools meeting Annual Yearly Progress (AYP) for the 2005-2006 school year. We also met our target for AYP in math.

Although Kentucky didn't meet its target for reading we were only 5 points from the established goal. DECS has established a literacy consultant at each of the Special Education Co-ops. Elementary schools were the initial focus. The elementary schools that have been involved in the initial reading PD with ongoing follow-up are making gains with struggling readers. DECS has now focused its attention on reading at the middle and high school. The decision was made based on the Kentucky Core Content Test (KCCT) reading scores at the middle and high school levels.

3. B

DECS has moved forward vigorously on developing a plan and beginning implementation of a new alternate assessment system. Kentucky fully expects to be out of conditional funding by the 2007 APR submission.

The revised Alternate Assessment that meets the NCLB requirement to test students on the alternate assessment as often as their non disabled peers will go into effect for the

2006-2007 school year. Kentucky expects to be at or very close to 100% this school year (2006-2007), which will be reported in the 2007 APR.

DECS is including the timeline and activities we have established to meet compliance (Indicator 3 Appendix A). OSEP and DECS continue to have ongoing conversations about the revisions being made to Kentucky's Alternate Assessment.

In addition, the data analysis conducted and in continuation by DECS and the Special Education Coops has been vital to the decisions we have made about services to the districts we work with (i.e., coop applications for funding this year were based on the findings of the data analysis). DECS on-going partnership with other divisions to conduct achievement gap visits to schools who are successfully closing the performance gaps between students with disabilities and their non disabled peers is providing the department with valuable information that can be shared with struggling districts. The in-depth analysis of the 5 UDL Pilot Schools is allowing DECS to identify effective UDL practices to share with other districts. Maintaining a literacy specialist at each of the coops has allowed DECS to coordinate reading initiatives consistently throughout the state.

3. C

Kentucky established the goal of all students reaching proficiency by 2014 in 2000. Kentucky has been tracking LEA and school proficiency performance since that date. The set targets were established with the Kentucky expectation that all students in every grade level for every content area tested will reach the performance rating of proficient by 2014.

Kentucky did not change its original targets established in the 2005 SPP. DECS expects the rate of proficiency to rise considerably because we will be testing all students at each grade level 3 through 8 this school year (2006-2007). The overall percent of proficiency and above for students with disabilities in reading is 35.86% and in math 24.52%, which means we have made progress toward our goal of 50%. DECS will have the results back from this years testing cycle in August/September 2007 and will begin to evaluate our target and activities for 3C at that time.

A copy of the 2005- 2006 additional accommodations vs. no accommodations data table has been provided for review (Indicator 3 Appendix B).

The validity and reliability of the 618 data are addressed in Indicator 20.

Activity	Discussion of Improvement Activities Completed
Develop training module to provide technical assistance to DOSEs, district, and school staff on how to use the student data tool in order to make data-driven decisions (2006-2007).	<p>To date, several special education cooperatives have provided professional development to their Directors of Special Education on utilizing the student data tool.</p> <p>Data is currently being collected on the expected professional development dates of the remaining cooperatives.</p>
DECS will analyze the 2005 KCMP data for areas of needed growth in order to design and provide technical assistance to each of the special education coops and districts (2006 and ongoing).	<p>DECS has met internally several times, beginning January 6th and 7th 2006, to organize an implementation team and to design a system for monitoring each piece of the SPP for the next six years. The team met again February 3rd and the 7th, 2006, in order to plan a meeting DECS had with the eleven statewide special education coops to analyze state data and the SPP. On April 25th and 26th, DECS met with all eleven special education cooperatives to analyze data on the KCMP and compare it to the Kentucky SPP. During this meeting, DECS and the Coops also discussed how the coops were going to incorporate the conclusions of the analysis of the data and the SPP into their state applications for funding. The decision was also made to continue to meet at least four times a year as a large stakeholder group to continue data conversations and our analysis of ongoing progress on the SPP goals and activities. The group met again on July 12th and 13th and then again on September 12th-14th, 2006.</p>

Activity	Discussion of Improvement Activities Completed
<p>DECS in partnership with other divisions within the department will conduct on-site visits to schools who are closing the achievement gap. A description of exemplary practices shown to reduce the achievement gaps will be written and then shared with struggling districts. (2006-2007).</p>	<p>In partnership with the Division of Federal Programs and Equity, the Division of Exceptional Children along with several other divisions within the Department of Education will be conducting achievement gap onsite visits. The visits are designed to determine practices schools are implementing that are reducing the achievement gaps within their identified subpopulations that include students with disabilities. The initial planning meeting and training to conduct the visits was held on November 3, 2006. There will be 43 schools visited this year. The criteria used to select the schools were: 1) those schools that are meeting or exceeding the state accountability index, 2) schools that have met their AYP goals for the years 2005 and 2006, and 3) schools who are closing the achievement gaps in overall academic index, 60% of content area of significant size, and reading or math by a minimum of 10 points. All school visits must be completed by January 12th, 2007. Each team will use the same achievement gap site visit checklist with an established set of questions at each of the schools. Based on their findings, each team will write a narrative report stating the details of each of the visits that will then be compiled into one report. Those schools who are unable to clearly articulate their school improvement methods or practices with supporting data will not be used to write the final report. A description of exemplary practices shown to reduce the achievement gaps will be shared with struggling districts.</p>

Activity	Discussion of Improvement Activities Completed
<p>DECS in partnership with IHDI will analyze the 5 UDL Pilot Schools to identify effective UDL practices (2007-2008).</p>	<p>The 5 UDL model schools submit progress reports to the Kentucky Accessible Materials Consortium (KAMC) and KDE describing progress in implementing UDL strategies across the school and the district. In years one and two of the grant, the KAMC provided fiscal oversight to the UDL schools. The KAMC also maintains information about the UDL schools on a site (http://kysig.louisville.edu/kyschools.htm) hosted by U of L and has facilitated an institute for staff from the UDL schools over the past two summers. With oversight from KDE, the KAMC will continue to review activities at the UDL schools to determine effective practices. These practices will be disseminated via a UDL Best Practices website. We have not yet determined if U of L will continue to host the site with a KDE link to it or if KDE will host the site.</p>
<p>DECS will continue to fund a Literacy Consultant at each of the special education Cooperatives (2005 and on going).</p>	<p>The Literacy Consultant position is now a required position at each of the special education cooperatives. Every coop now has a Literacy Consultant on staff.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2005-2006):

In the 2006 version of the resubmitted SPP, Indicator 3 Target A. was revised.

- A. In the DECS 2005 State Performance Plan, DECS reported only the districts who met the No Child Left Behind requirements on an overall basis (across grades and content areas). We did not report the number of districts who met the state's AYP goals by specific content areas, specifically reading and math.

DECS has changed the 2006 SPP to include both the overall AYP data (across grades and content areas) as well as the districts who met the No Child Left Behind AYP goals for both reading and math.

Target A. Revision

FFY	Revisions to Measurable and Rigorous Targets
2005 (2005-2006)	<p>53 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total=176 of LEAs in the State (31%).</p> <p>Reading: 122 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total= 176 of districts in the State (69%).</p> <p>Math: 112 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (63%).</p>
2006 (2006-2007)	<p>79 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total=176 of LEAs in the State (45%).</p> <p>Reading: 132 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total= 176 of districts in the State (75%).</p> <p>Math: 125 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (71%).</p>

FFY	Revisions to Measurable and Rigorous Targets
2007 (2007-2008)	<p>103 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total=176 of LEAs in the State (50%).</p> <p>Reading: 142 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts* in the State (80%).</p> <p>Math: 138 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of in the State (78%).</p>
2008 (2008-2009)	<p>128 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total=176 of LEAs in the State 973%).</p> <p>Reading: 152 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (86%).</p> <p>Math: 151 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (85.7%).</p>
2009 (2009-2010)	<p>153 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total=176 of LEAs in the State 987%).</p> <p>Reading: 162 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total =176 of districts in the State (92%).</p> <p>Math: 164 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (93%).</p>

FFY	Revisions to Measurable and Rigorous Targets
2010 (2010-2011)	<p>176 districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total=176 of LEAs in the State (100%).</p> <p>Reading: 176 Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (100%).</p> <p>Math: Districts meeting the State's AYP objectives for progress for disabilities subgroups (Children with IEPs) divided by total = 176 of districts in the State (100%).</p>

B. The Targets for Indicator 3 B. have remained the same.

C. The Targets for Indicator 3 C. have remained the same.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2005-2006):

In the 2005 revised version of the SPP submitted this year the following activities were revised:

Justification for Revision:

The Student Data Accumulator was piloted during the summer of 2005 to see if the Kentucky Department of Education was going to be able to use it to gather all student data necessary to continue to complete progress reports in future APRs and it was found that the system was unable to get specific student data needed for future APRs. Several other Divisions have been able to use the state and district data available, but the Student Data Accumulator was unable to get to the level of specificity needed by the Division of Exceptional Children Services. This activity has been completed but has been removed from the listed activities because of the inability of the system to give us the data needed. DECS has replaced the former activity with the one listed below.

Revised Activities	Revised Timelines	Revised Resources
KDE will pilot the Student Data Accumulator in Select districts across the Commonwealth.	Removed as an activity	Removed as an activity

Justification for Revision:

Site visits are still being conducted, but in an effort to be work more collaboratively with other divisions within the department. DECS has revised this activity to state DECS in partnership with other divisions within the department will conduct on-site visits to schools who are closing the achievement gap (see activity 3 listed above). A description of exemplary practices shown to reduce the achievement gaps will be written and then shared with struggling districts.

Revised Activities	Revised Timelines	Revised Resources
As DECS conducts the 2005 on-site monitoring visits, districts that have exemplary practices will be identified and utilized as models.	2006-2007	DECS Federal Programs and Equity Other KDE Divisions

In the 2005 revised version of the SPP submitted this year, the following activity was deleted:

Justification for Deletion:

DECS will continue to send staff to professional development activities, conduct monthly book studies, and have DECS staff members assigned to the content workgroups with the special education cooperatives. However, in our effort to prioritize and focus more intentionally on those activities that have been decided to have the most impact on meeting out targets it was decided to delete this activity.

Deleted Activity	Revised Timelines	Revised Resources
DECS will build staff capacity by providing opportunities for staff to gain expertise in core content areas (e.g.; math, reading, writing, etc.) and other areas related to disability (2006 and ongoing).	2006 and on-going	Various Partners from across the state

Indicator 3 Appendix A

Kentucky Alternate Achievement Standard Assessment Timeline
NCLB Requirement for Reading, Mathematics and Science

Task	Completion Date	Documentati
1.0 Convene an Alternate Assessment Advisory Board	Jan-05	X
2.0 Convene Alternate Assessment Technical Panel	Mar-05	X
2.0 Convene Content Mapping Groups for all grade-levels	Jul-05	X
3.0 Complete Assessment Blueprint	Aug-05	X
4.0 Conduct observation strategy fieldtest	Jan-06	X
5.0 Alternate Assessment Technical Review	Mar-06	X
6.0 Conduct Assessment Population Study*	Apr-06	X
6.0 Alternate Assessment Advisory Board Review	6-May	X
7.0 Convene Content Mapping Committee	6-Jun	X
8.0 Complete Assessment Design	Aug-06	X
9.0 Advisory Board Review of Assessment Design	Aug-06	X
10.0 Standards posted on the web for public review	Aug-06	X
11.0 Assessment Administration Training Conducted	1-Sep	X
12.0 Assessment Administration Large-scale Pilot Begun	Oct-06	X
13.0 Assessment Design Presentation to NTAPA	Nov-06	X
14.0 Assessment Administration Ends	Mar-07	
15.0 Range Finding and Scoring Materials Development	Mar-07	
Technical Review by NAAC Expert Panel	Mar-07	
16.0 Assessment Scoring	Apr-07	
17.0 Standard setting	Jun-07	
18.0 External Alignment Study***	Jul-07	
19.0 Assessment Population Study	Jun-07	
Consequential Validity Study Teachers*	Jun-07	
Consequential Validity Study Principals*		
20.0 NTAPA Review	Jun-07	
21.0 Advisory Board Review	Jun-07	
22.0 Parent reporting Materials Completed	Jul-07	
23.0 School reporting Materials Completed	Jul-07	
24.0 Achievement Standards Adopted	***** State board*****	
25.0 Blueprint Adjustments	Aug-07	
26.0 Technical Manual Completed	Aug-07	
27.0 Post reporting Consequential Validity Study***	Aug/Sept 07	
28.0 Student Work Audit***	Aug-07	

* Studies conducted or proposed by the National Alternate Assessment Center

**** Proposed but not assigned

Indicator 3 Appendix **B**

2005-2006 Proficient or Above
Page 1 of 4

Totals

Reading			Math		
Students with Disabilities	Students with Disabilities Proficient or Distinguished	% Students with Disabilities Proficient or Distinguished	Students with Disabilities	Students with Disabilities Proficient or Distinguished	% Students with Disabilities Proficient or Distinguished
18053	6473	35.86%	17070	4185	24.52%

2005-2006 Proficient or Above
Page 2 of 4

Using Accommodations

Reading			Math		
Students with Disabilities Using Accommodations	Students with Disabilities Proficient or Distinguished Using Accommodations	% Students with Disabilities Proficient or Distinguished Using Accommodations	Students with Disabilities Using Accommodations	Students with Disabilities Proficient or Distinguished Using Accommodations	% Students with Disabilities Proficient or Distinguished Using Accommodations
13178	4695	35.63%	12766	2999	23.49%

2005-2006 Proficient or Above
Page 3 of 4

No Accommodations

Reading			Math		
Students with Disabilities NO Accommodations	Students with Disabilities Proficient or Distinguished NO Accommodations	% Students with Disabilities Proficient or Distinguished NO Accommodations	Students with Disabilities NO Accommodations	Students with Disabilities Proficient or Distinguished NO Accommodations	% Students with Disabilities Proficient or Distinguished NO Accommodations
4425	1414	31.95%	3774	796	21.09%

2005-2006 Proficient or Above
Page 4 of 4

Alternate Assessment

Alternate Assessment					
Total Students with Disabilities on Alternate Assessment in Reading	Students with Disabilities Proficient or Distinguished on Alternate Assessment in Reading	%Students with Disabilities Proficient or Distinguished on Alternate Assessment	Total Students with Disabilities on Alternate Assessment in Math	Students with Disabilities Proficient or Distinguished on the Alternate Assessment in Math	%Students with Disabilities Proficient or Distinguished on Alternate Assessment
450	364	80.89%	530	390	73.58%

Indicator 3 Appendix C
Table 6 of the Annual Data Report

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE:

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	6811	48299
4	0	0
5	6508	48645
6	6150	50043
7	0	0
8	6949	51788
HIGH SCHOOL (SPECIFY GRADE:) 11	3933	41370

¹At a date as close as possible to the testing date.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2005-2006

STATE: KY - KENTUCKY

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	6159	4345	0	0
4	0	0	0	0
5	6081	5225	0	0
6	5610	4637	0	0
7	0	0	0	0
8	5676	4545	0	0
HIGH SCHOOL : 11	3424	2552	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

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OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007
STATE: KY - KENTUCKY

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 11	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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FORM EXPIRES: 09/30/2007

2005-2006

STATE: KY - KENTUCKY

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	530	0	530	0	0
HIGH SCHOOL : 11	0	0	0	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	652
4	0	0	0
5	0	0	427
6	0	0	540
7	0	0	0
8	0	0	743
HIGH SCHOOL : 11	0	0	509

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Novice Non-Performing	Novice Medium	Novice High	Apprentice Low	Apprentice Medium	Apprentice High	Proficient	Distinguished		9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CTBS/5	5	2176	0	0	1668	0	1196	1114	0	6159
4		0	0	0	0	0	0	0	0	0	0
5	KCCT	40	400	2697	560	516	491	1138	239	0	6081
6	CTBS/5	12	3145	0	0	1306	0	706	441	0	5610
7		0	0	0	0	0	0	0	0	0	0
8	KCCT	205	428	2832	711	624	392	421	63	0	5676
HIGH SCHOOL : 11	KCCT	240	755	1830	202	168	103	108	18	0	3424

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Novice	Apprentice	Proficient	Distinguished						9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8	Ky Alternate Portfolio	69	71	137	253	0	0	0	0	0	530
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score. If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

² The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	6159	0	0	652	6811
4	0	0	0	0	0
5	6081	0	0	427	6508
6	5610	0	0	540	6150
7	0	0	0	0	0
8	5676	0	530	743	6949
HIGH SCHOOL : 11	3424	0	0	509	3933

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		6811	48299
4		7091	48246
5		0	0
6		6150	50043
7		6178	51073
8		0	0
HIGH SCHOOL (SPECIFY GRADE:)	10	5134	47173

¹At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	6159	4345	0	0
4	6038	4896	0	0
5	0	0	0	0
6	5610	4637	0	0
7	5715	4709	0	0
8	0	0	0	0
HIGH SCHOOL : 10	4622	3322	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 10	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	0	0	0	0	0
4	450	0	450	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
HIGH SCHOOL : 10	0	0	0	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	652
4	0	0	603
5	0	0	0
6	0	0	540
7	0	0	463
8	0	0	0
HIGH SCHOOL : 10	0	0	512

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Novice Non Performing	Novice Medium	Novice High	Apprentice Low	Apprentice Medium	Apprentice High	Proficient	Distinguish ed		9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CTBS/5	3	1982	0	0	1893	0	1288	993	0	6159
4	KCCT	6	65	1333	575	618	635	2574	232	0	6038
5		0	0	0	0	0	0	0	0	0	0
6	CTBS/5	7	2442	0	0	1871	0	877	413	0	5610
7	KCCT	25	98	1523	916	928	827	1337	61	0	5715
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10	KCCT	72	490	1504	1242	710	391	183	30	0	4622

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Novice	Apprentice	Proficient	Distinguished						9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3		0	0	0	0	0	0	0	0	0	0
4	Ky Alternate Portfolio	31	55	95	269	0	0	0	0	0	450
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

² The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	6159	0	0	652	6811
4	6038	0	450	603	7091
5	0	0	0	0	0
6	5610	0	0	540	6150
7	5715	0	0	463	6178
8	0	0	0	0	0
HIGH SCHOOL : 11	4622	0	0	512	5134

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See Introduction

Monitoring Priority: FAPE in the LRE**Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}}{\text{\# of districts in the State}} \right] \times 100$.
- B. Percent = $\left[\frac{\text{\# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity}}{\text{\# of districts in the State}} \right] \times 100$.

Significant Discrepancy for the purposes of indicator 4.A occurs when a district meets either of the two criteria below:

1. Any district that suspends at least two or more students with disabilities for greater than 10 days and also suspends more students with disabilities than students without disabilities for greater than 10 days has a significant discrepancy; or
2. Any district that meets all of the criteria below has a significant discrepancy:
 - a. The district suspends students with disabilities for greater than 10 days during the school year at a risk ratio* equal to or greater than 1.5;

*A risk ratio expresses the probability a student with a disability has of being suspended for greater than ten days compared to the probability of a student without a disability has of being suspended for greater than 10 days. For example, if the risk ratio for a district is 1.943, this means that for every student without a disability suspended, 1.943 students with a disability are suspended for greater than 10 days.
 - b. The district suspends at least 0.50% of its students with disabilities for greater than 10 days; and

- c. The district suspends more than one student with a disability for greater than 10 days.

A significant discrepancy for Indicator 4.B occurs when a district's suspension of Black, Non-Hispanic students with disabilities, when compared to all other students with disabilities, meets the 1.5 risk ratio criteria explained for Indicator 4.A. A district is also considered to have a significant discrepancy for Indicator 4.B when it suspends a greater number of Black, Non-Hispanic students than all other students with disabilities.

FFY	4A - Measurable and Rigorous Target
2004 (2004-2005)	BASELINE 2004-2005 Data: $18/176 \times 100 = 10.23\%$
2005 (2005-2006)	<p>New Target for 2005-2006 (set with State Advisory Panel approval):</p> <p>Kentucky will identify 16 districts with a significant discrepancy in the suspension of students with disabilities as compared to the suspension of students without a disability. This is a reduction of 2 districts from the Baseline Year.</p> <p>$16 \text{ districts with significant discrepancies} / 176 \text{ districts} \times 100 = 9.09\%$</p>

4A - Actual Target Data for 2005-2006 (FFY 2005):

As a result of concerns from local school districts about the 2004-2005 baseline data for suspensions and expulsions out-of-school for greater than ten days for students with disabilities, DECS reviewed the original query used to generate these baseline data and learned that there were at least two significant errors that made it appear districts were suspending students with disabilities in greater numbers than was actually the case. Suspensions of students with disabilities originally included students who were suspended for any number of days as opposed to only those with greater than 10 days. The report also included students whose disciplinary disposition included in-school and or other types of disciplinary actions. In addition, the data utilized for the original baseline was the first year suspension and expulsion data was captured via the student information system and KDE has determined that the confidence level in these data cannot be assured.

Because of these concerns KDE made changes to the query used to identify the districts with significant discrepancies in their suspension of students with disabilities. While these new numbers are still using data from the 2004-2005 school year that has a low level of confidence, the new data is closer to what was anticipated based on Section

618 discipline data for students with a disability. Using this new data query, Kentucky has re-submitted this section of its State Performance Plan that utilizes these new data and follows the recommendations for establishing 'Measurable and Rigorous Targets' as suggested by Kentucky's State Advisory Panel for Exceptional Children (SAPEC).

2005-2006 Data indicate that 21 of Kentucky's 176 districts or 11.93% were identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. This number does not meet Kentucky's goal for 2005-2006. The number of districts with a discrepancy during the 2005-2006 school year increased by three, raising the percent of school districts with a significant discrepancy from 10.23% to 11.93%. An analysis of these data indicated the suspension of students with disabilities was fairly consistent from the 2004-2005 school year to the 2005-2006 school year while the number of students without disabilities dropped by nearly half. This resulted in the ratio of students with disabilities compared to students without disabilities increasing despite only a moderate increase in the actual numbers of suspended special education students. Because this is the second year of this data collection and additional trainings have been provided on a regional basis across the state, KDE believes the 2005-2006 data has a greater confidence level.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Table 4A on the following pages reports the districts that had a significant discrepancy in the numbers of students with disabilities who were suspended for greater than ten days compared to the number of students without disabilities who were suspended for greater than ten days. This table reports 21 districts with a significant discrepancy during the 2005-2006 school year. This is a slippage in this indicator compared to the 2004-2005 baseline data.

As indicated previously, Kentucky has limited confidence in the data for the 2004-2005 school year, as it was the first year for capturing this information through the student information system on children without disabilities. While the suspension of students with disabilities was somewhat consistent from 2004-2005 to 2005-2006 school year data, the number of students without disabilities dropped by nearly half. KDE believes this is partially a result of more familiarity and trainings across the state on how to use the student information process to capture these data.

Table 4A: 2005-2006 Rates of Suspensions and Expulsions by District in Kentucky for Greater than 10 Days.

District	All Students Less Disabilities			Children With Disabilities			Risk Ratio	Significant Discrepancy
	Total Membership	Total Suspended Greater than 10 Days	Percent Suspended All	Child Count	Total Suspended Greater than 10 Days	Percent Suspended Disabilities		
Adair Co	2,156	16	0.74%	506	-	0.00%	-	No
Allen Co	2,621	1	0.04%	402	2	0.50%	13.040	Yes
Anchorage Ind	353	-	0.00%	88	-	0.00%	-	No
Anderson Co	2,950	26	0.88%	816	-	0.00%	-	No
Ashland Ind	2,689	1	0.04%	471	-	0.00%	-	No
Augusta Ind	237	-	0.00%	55	-	0.00%	-	No
Ballard Co	1,047	3	0.29%	305	-	0.00%	-	No
Barbourville Ind	538	-	0.00%	95	-	0.00%	-	No
Bardstown Ind	1,752	-	0.00%	387	-	0.00%	-	No
Barren Co	3,555	4	0.11%	690	1	0.14%	1.288	No
Bath Co	1,712	6	0.35%	273	3	1.10%	3.136	Yes
Beechwood Ind	895	-	0.00%	132	-	0.00%	-	No
Bell Co	2,519	2	0.08%	589	-	0.00%	-	No
Bellvue Ind	664	1	0.15%	175	-	0.00%	-	No
Berea Ind	894	-	0.00%	185	1	0.54%	-	No
Boone Co	14,488	50	0.35%	2,217	19	0.86%	2.483	Yes
Bourbon Co	2,235	1	0.04%	417	-	0.00%	-	No
Bowling Green Ind	3,075	6	0.20%	500	1	0.20%	1.025	No
Boyd Co	2,674	2	0.07%	688	1	0.15%	1.943	No
Boyle Co	2,098	5	0.24%	612	1	0.16%	0.686	No
Bracken Co	972	2	0.21%	196	-	0.00%	-	No
Breathitt Co	1,656	17	1.03%	541	5	0.92%	0.900	No
Breckinridge Co	2,170	5	0.23%	477	4	0.84%	3.639	Yes
Bullitt Co	10,176	21	0.21%	1,668	1	0.06%	0.291	No
Burgin Ind	345	-	0.00%	98	-	0.00%	-	No
Butler Co	1,805	5	0.28%	356	1	0.28%	1.014	No
Caldwell Co	1,659	12	0.72%	324	4	1.23%	1.707	Yes
Calloway Co	2,392	-	0.00%	606	1	0.17%	-	No
Campbell Co	3,833	3	0.08%	973	-	0.00%	-	No
Campbellsville Ind	862	3	0.35%	275	-	0.00%	-	No
Carlisle Co	639	-	0.00%	155	-	0.00%	-	No
Carroll Co	1,472	-	0.00%	306	1	0.33%	-	No
Carter Co	3,897	15	0.38%	968	3	0.31%	0.805	No
Casey Co	1,948	9	0.46%	466	2	0.43%	0.929	No
Caverna Ind	628	-	0.00%	183	-	0.00%	-	No
Christian Co	7,572	169	2.23%	1,486	8	0.54%	0.241	No

District	All Students Less Disabilities			Children With Disabilities			Risk Ratio	Significant Discrepancy
	Total Membership	Total Suspended Greater than 10 Days	Percent Suspended All	Child Count	Total Suspended Greater than 10 Days	Percent Suspended Disabilities		
Clark Co	4,580	14	0.31%	857	9	1.05%	3.436	Yes
Clay Co	2,868	5	0.17%	875	3	0.34%	1.967	No
Clinton Co	1,264	-	0.00%	358	-	0.00%	-	No
Cloverport Ind	214	-	0.00%	94	-	0.00%	-	No
Corbin Ind	2,011	-	0.00%	284	-	0.00%	-	No
Covington Ind	2,933	39	1.33%	914	2	0.22%	0.165	No
Crittenden Co	1,025	6	0.59%	271	-	0.00%	-	No
Cumberland Co	852	9	1.06%	259	2	0.77%	0.731	No
Danville Ind	1,386	2	0.14%	384	1	0.26%	1.805	No
Daviess Co	8,894	3	0.03%	2,011	-	0.00%	-	No
Dawson Springs Ind	475	2	0.42%	175	-	0.00%	-	No
Dayton Ind	749	-	0.00%	254	-	0.00%	-	No
East Berstadt Ind	400	-	0.00%	93	-	0.00%	-	No
Edmonson Co	1,578	-	0.00%	415	-	0.00%	-	No
Elizabethtown Ind	1,926	6	0.31%	348	2	0.57%	1.845	Yes
Elliott Co	897	-	0.00%	243	1	0.41%	-	No
Eminence Ind	523	-	0.00%	91	-	0.00%	-	No
Erlanger Ind	1,886	14	0.74%	431	-	0.00%	-	No
Estill Co	2,061	7	0.34%	458	2	0.44%	1.286	No
Fairview Ind	634	-	0.00%	138	-	0.00%	-	No
Fayette Co	30,156	118	0.39%	3,731	8	0.21%	0.548	No
Fleming Co	2,051	17	0.83%	369	5	1.36%	1.635	Yes
Floyd Co	5,161	9	0.17%	1,314	-	0.00%	-	No
Fort Thomas Ind	2,080	1	0.05%	235	-	0.00%	-	No
Frankfort Ind	619	-	0.00%	245	-	0.00%	-	No
Franklin Co	5,050	-	0.00%	794	-	0.00%	-	No
Fulton Co	500	2	0.40%	161	-	0.00%	-	No
Fulton Ind	291	2	0.69%	124	-	0.00%	-	No
Gallatin Co	1,272	12	0.94%	284	2	0.70%	0.746	No
Garrard Co	2,082	18	0.86%	430	4	0.93%	1.076	No
Glasgow Ind	1,650	2	0.12%	353	1	0.28%	2.337	No
Grant Co	3,263	4	0.12%	560	-	0.00%	-	No
Graves Co	3,834	5	0.13%	700	-	0.00%	-	No
Grayson Co	3,562	-	0.00%	617	-	0.00%	-	No
Green Co	1,347	-	0.00%	254	-	0.00%	-	No
Greenup Co	2,603	4	0.15%	504	-	0.00%	-	No
Hancock Co	1,322	-	0.00%	252	-	0.00%	-	No
Hardin Co	11,078	15	0.14%	2,420	-	0.00%	-	No
Harlan Co	3,764	16	0.43%	813	7	0.86%	2.026	Yes

District	All Students Less Disabilities			Children With Disabilities			Risk Ratio	Significant Discrepancy
	Total Membership	Total Suspended Greater than 10 Days	Percent Suspended All	Child Count	Total Suspended Greater than 10 Days	Percent Suspended Disabilities		
Harlan Ind	646	-	0.00%	169	-	0.00%	-	No
Harrison Co	2,667	22	0.82%	506	1	0.20%	0.240	No
Harrodsburg Ind	638	1	0.16%	237	1	0.42%	2.692	No
Hart Co	1,951	8	0.41%	451	2	0.44%	1.081	No
Hazard Ind	800	-	0.00%	165	-	0.00%	-	No
Henderson Co	5,719	3	0.05%	1,178	2	0.17%	3.237	No
Henry Co	1,801	4	0.22%	281	-	0.00%	-	No
Hickman Co	579	1	0.17%	183	1	0.55%	3.164	No
Hopkins Co	5,373	21	0.39%	1,587	14	0.88%	2.257	Yes
Jackson Co	1,711	1	0.06%	554	-	0.00%	-	No
Jackson Ind	416	1	0.24%	66	1	1.52%	6.303	No
Jefferson Co	78,084	403	0.52%	14,116	125	0.89%	1.716	Yes
Jenkins Ind	506	2	0.40%	112	-	0.00%	-	No
Jessamine Co	5,921	38	0.64%	1,219	-	0.00%	-	No
Johnson Co	3,033	3	0.10%	648	1	0.15%	1.560	No
Kenton Co	10,796	21	0.19%	2,063	1	0.05%	0.249	No
Knott Co	2,122	6	0.28%	480	2	0.42%	1.474	No
Knox Co	3,850	9	0.23%	947	6	0.63%	2.710	Yes
Larue Co	1,985	1	0.05%	436	-	0.00%	-	No
Laurel Co	7,491	1	0.01%	1,517	-	0.00%	-	No
Lawrence Co	2,092	1	0.05%	485	-	0.00%	-	No
Lee Co	974	-	0.00%	220	3	1.36%	-	Yes
Leslie Co	1,558	1	0.06%	401	1	0.25%	3.885	No
Letcher Co	2,495	2	0.08%	825	-	0.00%	-	No
Lewis Co	2,010	-	0.00%	403	1	0.25%	-	No
Lincoln Co	3,144	1	0.03%	1,036	3	0.29%	9.104	Yes
Livingston Co	1,079	-	0.00%	237	-	0.00%	-	No
Logan Co	2,809	1	0.04%	632	-	0.00%	-	No
Ludlow Ind	772	2	0.26%	149	-	0.00%	-	No
Lyon Co	851	-	0.00%	158	-	0.00%	-	No
Madison Co	8,020	4	0.05%	2,090	2	0.10%	1.919	No
Magoffin Co	1,893	4	0.21%	471	1	0.21%	1.005	No
Marion Co	2,482	5	0.20%	596	1	0.17%	0.833	No
Marshall Co	4,028	3	0.07%	625	-	0.00%	-	No
Martin Co	1,728	6	0.35%	528	-	0.00%	-	No
Mason Co	2,225	4	0.18%	459	4	0.87%	4.847	Yes
Mayfield Ind	1,220	3	0.25%	272	-	0.00%	-	No
McCracken Co	5,783	6	0.10%	1,085	2	0.18%	1.777	No
McCreary Co	2,577	9	0.35%	629	-	0.00%	-	No

District	All Students Less Disabilities			Children With Disabilities			Risk Ratio	Significant Discrepancy
	Total Membership	Total Suspended Greater than 10 Days	Percent Suspended All	Child Count	Total Suspended Greater than 10 Days	Percent Suspended Disabilities		
McLean Co	1,303	2	0.15%	282	-	0.00%	-	No
Meade Co	4,028	3	0.07%	871	-	0.00%	-	No
Menifee Co	881	5	0.57%	281	1	0.36%	0.627	No
Mercer Co	1,929	1	0.05%	407	-	0.00%	-	No
Metcalfe Co	1,372	1	0.07%	279	1	0.36%	4.918	No
Middlesboro Ind	1,305	-	0.00%	320	-	0.00%	-	No
Monroe Co	1,689	2	0.12%	343	-	0.00%	-	No
Montgomery Co	3,689	1	0.03%	641	-	0.00%	-	No
Monticello Ind	709	-	0.00%	158	-	0.00%	-	No
Morgan Co	1,681	7	0.42%	466	-	0.00%	-	No
Muhlenberg Co	4,186	1	0.02%	922	-	0.00%	-	No
Murray Ind	1,315	-	0.00%	305	-	0.00%	-	No
Nelson Co	3,914	10	0.26%	782	-	0.00%	-	No
Newport Ind	1,713	20	1.17%	367	3	0.82%	0.700	No
Nicholas Co	994	5	0.50%	188	3	1.60%	3.172	Yes
Ohio Co	3,225	1	0.03%	664	-	0.00%	-	No
Oldham Co	9,146	-	0.00%	1,651	-	0.00%	-	No
Owen Co	1,694	7	0.41%	236	-	0.00%	-	No
Owensboro Ind	2,991	4	0.13%	938	1	0.11%	0.797	No
Owsley Co	656	-	0.00%	131	1	0.76%	-	No
Paducah Ind	2,453	42	1.71%	463	18	3.89%	2.271	Yes
Paintsville Ind	730	1	0.14%	109	-	0.00%	-	No
Paris Ind	623	1	0.16%	84	-	0.00%	-	No
Pendleton Co	2,292	12	0.52%	484	1	0.21%	0.395	No
Perry Co	3,290	5	0.15%	997	6	0.60%	3.960	Yes
Pike Co	8,312	3	0.04%	1,497	1	0.07%	1.851	No
Pikeville Ind	1,096	-	0.00%	144	-	0.00%	-	No
Pineville Ind	484	-	0.00%	77	1	1.30%	-	No
Powell Co	2,063	1	0.05%	469	1	0.21%	4.399	No
Providence Ind	305	5	1.64%	78	-	0.00%	-	No
Pulaski Co	6,397	12	0.19%	1,223	3	0.25%	1.308	No
Raceland Ind	892	4	0.45%	102	-	0.00%	-	No
Robertson Co	323	2	0.62%	73	-	0.00%	-	No
Rockcastle Co	2,350	-	0.00%	577	-	0.00%	-	No
Rowan Co	2,401	9	0.37%	663	1	0.15%	0.402	No
Russell Co	2,281	-	0.00%	613	2	0.33%	-	Yes
Russell Ind	1,790	1	0.06%	327	2	0.61%	10.948	Yes
Russellville Ind	894	2	0.22%	247	1	0.40%	1.810	No
Science Hill Ind	371	-	0.00%	78	-	0.00%	-	No

District	All Students Less Disabilities			Children With Disabilities			Ratio	Significant Discrepancy
	Total Membership	Total Suspended Greater than 10 Days	Percent Suspended All	Child Count	Total Suspended Greater than 10 Days	Percent Suspended Disabilities		
Scott Co	5,843	25	0.43%	1,080	2	0.19%	0.433	No
Shelby Co	4,930	5	0.10%	926	2	0.22%	2.130	No
Silver Grove Ind	200	-	0.00%	76	-	0.00%	-	No
Simpson Co	2,687	9	0.33%	360	2	0.56%	1.659	Yes
Somerset Ind	1,260	2	0.16%	226	3	1.33%	8.363	Yes
Southgate Ind	93	-	0.00%	57	-	0.00%	-	No
Spencer Co	1,964	4	0.20%	462	-	0.00%	-	No
Taylor Co	2,205	-	0.00%	391	-	0.00%	-	No
Todd Co	1,572	-	0.00%	429	-	0.00%	-	No
Trigg Co	1,746	12	0.69%	326	1	0.31%	0.446	No
Trimble Co	1,349	1	0.07%	237	-	0.00%	-	No
Union Co	1,829	3	0.16%	546	-	0.00%	-	No
Walton-Verona Ind	1,052	-	0.00%	185	1	0.54%	-	No
Warren Co	10,296	10	0.10%	1,580	3	0.19%	1.955	No
Washington Co	1,427	-	0.00%	398	1	0.25%	-	No
Wayne Co	2,044	4	0.20%	498	-	0.00%	-	No
Webster Co	1,518	4	0.26%	363	-	0.00%	-	No
West Point Ind	93	-	0.00%	32	-	0.00%	-	No
Whitley Co	3,762	-	0.00%	907	-	0.00%	-	No
Williamsburg Ind	629	-	0.00%	131	1	0.76%	-	No
Williamstown Ind	795	-	0.00%	98	-	0.00%	-	No
Wolfe Co	1,001	1	0.10%	296	-	0.00%	-	No
Woodford Co	3,408	12	0.35%	465	-	0.00%	-	No

(Note: Kentucky has 178 districts when including the Kentucky Schools for the Blind and Deaf. However as there are no non-disabled students who attend these two schools. Therefore, KSB and KSD are not included in the this table which reports the number of students with and without disabilities who have been suspended for greater than 10 days.)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2005)

The misreported data described in the 'Actual Target Data' above, resulted in the modification of improvement activities and timelines for this indicator. Below are both the original Improvement Activities and Timelines followed by the revised version.

Indicator 4A: Original SPP '05 Improvement Activities/Timelines Report

Activity	Timeline	Resources
DECS will establish a Request For Proposal for development of model policies and procedures that will address a positive, proactive approach to discipline and alternatives to suspension. Model policies and procedures will be communicated to districts via Special Education Cooperatives, DOSE list-serve, and state CEC conferences, and Behavior Institute.	September 2006	Division of Exceptional Children Services Special Education Cooperatives
KDE will expand the number of schools by 50 schools each year that are trained in Instructional Discipline.	September 2006 and on-going	Kentucky Center for Instructional Discipline (KCID)

Activity	Timeline	Resources
DECS will continue to co-sponsor the Summer Behavior Institute, including sessions to provide supports and strategies to effectively remove behavior as a barrier to learning. A training session will be provided specifically on alternatives to suspension.	December 2005 through 2011	Kentucky Center for Instructional Discipline (KCID) Council for Children with Behavior Disorders Kentucky Center for School Safety
KDE will provide data to the Center for School Safety for the collection and analysis of suspension data at the state and regional level for students with disabilities. This data will be available to schools for analysis and comparison to other districts/schools.	December 2005 and on-going	Kentucky Center for School Safety
DECS will revise the KCMP to require districts to self-assess how they evaluate the overall impact of their policies and procedures on students with disabilities, including a plan of action to amend LEA policies and procedures as needed, and develop activities/methods to assess future implementation and impact.	December 2006-2008	Special Education Cooperatives

Indicator 4A: Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005

Based on the revised measurements and rigorous targets that changed due to a significant change in the data used for setting the 2004-2005 baseline and changes by the SAPEC in establishing the measurements and rigorous targets, this caused DECS to review the original improvement activities.

Indicator 4A: Revised Improvement Activities/Timelines/Resources

Activity	Timeline	Discussion of Progress or Slippage
<p>KCID will expand the number of schools by 50 each year that are trained in Instructional Discipline. These schools will collect, analyze, and report disciplinary data and reduce the number of incidents of suspension and expulsion.</p>	<p>September 2006 and on-going</p>	<ol style="list-style-type: none"> 1. Kentucky Center for Instructional Discipline (KCID) has expanded the number of schools trained in 2006 by 66 schools. 2. Participating schools are evaluating yearly with the School-wide Evaluation Tools (SETS). One of the questions asked randomly of school staff and team members is, "Does the school use behavioral data to inform decision-making?" 3. KCID is in the process of enhancing training and participation requirements to consistently include disaggregation of office referrals and suspension and expulsion data. Participating schools currently have the option to use a multi-functional data tool (SWIS- Schoolwide Information System) that allows a school to "mine the data" to determine disciplinary practices within the school.

Activity	Timeline	Discussion of Progress or Slippage
<p>DECS/Special Education Cooperatives will develop "Guidelines for Effective Practice for Discipline of Children with Disabilities" to be distributed to districts via Special Education Cooperatives, State Conferences, DOSE list-serve, Kentucky Center for Instructional Discipline</p>	<p>February 2007</p>	<ol style="list-style-type: none"> 1. "Guidelines for Effective Practice for Discipline of Children with Disabilities" has been developed and is currently under review. 2. Final Draft and distribution of "Guidelines for Effective Practice for Discipline of Children with Disabilities" is pending KBE and LRC approval of Kentucky Special Education Regulations scheduled for 2007; 3. Develop training for "Guidelines for Effective Practice for Discipline of Children with Disabilities" to be conducted via Special Education and Education Cooperatives.

Activity	Timeline	Discussion of Progress or Slippage
<p>DECS will continue to co-sponsor the Behavior Institute and the Parent Professional Conferences. The Behavior institute will include sessions that provide support and strategies to enhance student success and effectively remove behavior as a barrier to learning. Training sessions will be provided to specifically address the alternatives to and the reduction of suspension and expulsion, conducting a manifestation determination/interim alternative placement, functional behavior assessment, behavioral intervention services and modifications.</p>	<p>December 2005 through 2011</p>	<ol style="list-style-type: none"> 1. Behavior Institute 2006 included a session strand regarding alternatives to suspension as well as sessions which demonstrated positive behavior support/ school wide discipline practices and featured schools who are successfully reducing suspension rates for all students. 2. Approximately 1,400 teachers and administrators attended this conference.
<p>KDE will introduce a new student information system to districts throughout the state that will collect student level information on students with and without disabilities specific to disciplinary incidents and the disposition of consequences</p>	<p>Spring 2007</p>	<p>KDE will begin to pilot a new student information system during the Spring of 2007. Upon successful implementation of the pilot, the new student information system will be phased in over a three-year timetable beginning the Fall of 2007.</p>

Indicator 4B: Actual Target Data for FFY2005:

New indicator. See baseline data in the SPP.

Indicator 4B: Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2005:

New indicator. No Improvement Activities this submission.

Indicator 4B: Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2005

New indicator. Not applicable.

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: See Introduction****Monitoring Priority: FAPE in the LRE****Indicator 5:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

Actual Target Data for (2005-2006):

Kentucky met all of its targets for Indicator 5.

FFY	5A Measurable and Rigorous Target
(2005) 2005 - 2006	<p>Target A, Kentucky will stagger increasing the number of students spending 80% or more of their instructional day in the general education program from 62 percent to 63 percent.</p> <ul style="list-style-type: none"> • Target: 62 percent to 63 percent • Performance: 64 .33% of students with disabilities spend 80% or more of their instructional day in the general education program

FFY	5B Measurable and Rigorous Target
(2005) 2005 - 2006	<p>Target B, Kentucky will stagger decreasing the number of students spending more than 60% of their instructional day in special education programs from 11.7% to 11.5%</p> <ul style="list-style-type: none"> • Target: 11.7% to 11.5% • Performance: 11.09% of students are spending more than 60% of their instructional day in special education programs

FFY	5C Measurable and Rigorous Target
(2005) 2005 -2006	<p>Target C, Kentucky will stagger decreasing the number of students receiving their special education services in public and private residential day schools by .1 percent each year.</p> <ul style="list-style-type: none"> • Target: Decrease by .1% each year • Performance: 2.18% of students are receiving their special education services in public and private residential day schools. Kentucky decreased from 2.30% to 2.18%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):**Target A Activities****Discussion of Progress Made:**

Kentucky met each of the targets for Indicator 5A. The Division of Exceptional Children (DECS) along with the Collaboration Special Education Co-ops Workgroup has completed six collaboration-training modules (Core module, Administrators, Differentiated Instruction, Scheduling, Effective Trainer, Data Decision-making) that were developed to ensure a consistent message during trainings throughout our state. Each Special Education Co-op has at least one individual; several have more than one, who is a member of the work group. Each of these individuals is responsible for providing most of the collaboration training to the districts they serve within their Special Education Co-op areas.

In addition, the collaboration workgroup met December 6th, 2006 to discuss how DECS and the Special Education Coops can be consistent about the "collaboration effectiveness" data we collect and make any revisions to the trainings in order to ensure on-going consistency of message throughout the state. At the time of this submission, the workgroup is having on-going discussions about data collection procedures and revisions to the training modules.

The Collaboration Guidelines Manual is in its final rough draft version and will be approved and disseminated to all Special Education Co-ops and districts once Kentucky has written the Kentucky Special Education Regulations based on the changes made to the Individuals with Disabilities Education Act (IDEA) 2004.

The Division of Exceptional Children Services, in collaboration with the Division of Leadership and School Improvement, planned and provided all of the Highly Skilled Educators, HSE (who are assigned to Kentucky schools performing in the lowest two tiers of the Commonwealth Accountability System and NCLB) four days of professional development on Exceptional Children, Least Restrictive Environment (LRE), Differentiated Instruction, Due Process, Transition and IDEA 2004. In addition, DECS provided each HSE with a three-inch binder containing information on exceptional children. The feedback from the Division of Leadership and School Improvement and the HSEs about the Professional Development (PD) and the resource information was extremely positive. This initial collaboration served as the beginning to a more structured consistent relationship between our two divisions.

Activity	Discussion of Improvement Activities Completed
1. DECS will develop a collaboration toolkit including modules and a collaboration guidelines manual (2005-2006).	The Collaboration Guidelines Manual is in its final rough draft version and will be completed once Kentucky has written the Kentucky Special Education Regulations based on the changes made to IDEA 2004.
2. DECS will establish a collaboration cadre that will consist of teams of teachers in general and special education that will go through extensive professional development on all aspects of collaboration in order to become State Collaboration Trainers. The Cadre will meet regularly with the Division of Exceptional Children to continue to receive professional development and network with their fellow trainers (2007-2008).	Activity not yet initiated (Timeline 2007-2008)

Activity	Discussion of Improvement Activities Completed
<p>3. DECS will identify model schools/teams of special and general educators throughout the state that are effectively using the collaborative teaching model to ensure students with disabilities are receiving access and making progress within the general education curriculum. These schools/teams will be used as collaboration model sites (2008-2009).</p>	<p>Preliminary work has begun. A draft version of the criteria for cadre team members and school model sites has been completed.</p> <p>(Timeline 2008-2009)</p>
<p>4. DECS will create a web site for collaboration that can be linked to the KDE Division of Exceptional Children web page that will provide districts with access to articles, collaboration strategies for teacher teams and students, conflict resolution strategies, and implementation of effective collaboration strategies (2009-2010).</p>	<p>Activity not yet initiated</p> <p>(Timeline 2009-2010)</p>

Activity	Discussion of Improvement Activities Completed
5. DECS, in collaboration with the Office for Leadership and School Improvement, will jointly work to fully train and utilize Kentucky's Highly Skilled Educators and Special Education Mentors to support the collaborative teaching model in the schools where they manage school improvement (2007-2008).	In collaboration with the Division of Leadership and School Improvement, DECS provided four days of professional development (PD) to the Highly Skilled Educators. DECS included as a part of the PD, a resource notebook on special education for each of the Highly Skilled Educators.

Target B Activities**Discussion of Progress made:**

Kentucky met each of the targets for Indicator 5B. As part of their year 3 activities, the five Kentucky Universal Design for Learning (UDL) model schools are posting teacher-developed lesson plans and units of study on their local web sites. Kentucky Accessibility Materials Consortium (KAMC) staff continues to work with Kentucky's five UDL model schools to support their efforts to implement school and district implementation of UDL practices. The KAMC continues to expand the repository of digital materials available at no charge to all Kentucky public schools. An increasing number of schools are becoming aware of and utilizing the services of the KAMC.

As in the previous two years of the UDL Model School grant, the KAMC, in conjunction with KDE, will host a summer institute for grantees. The 2006 UDL Summer Institute was opened to staff from other districts interested in UDL. Plans for the 2007 are in progress. With oversight from KDE, the KAMC will continue to review activities at the UDL schools to determine effective practices. These practices will be disseminated via a Digital Curriculum Best Practices website. Development of this website has not yet begun. We have not yet determined if U of L will continue to host the site with a KDE link to it or if KDE will host the site.

KDE plans to open a practice area for students and staff to access to become familiar with the new test in early March and to provide Webcast training to district staff. Since online testing began four years ago, the number of students taking the test has more than doubled with each assessment. It is not yet known if this trend will continue when the statewide assessment is administered spring 2007.

Activity	Discussion of Improvement Activities Completed
1. DECS will promote the use of Universal Design for Learning (UDL) principles in at least 75% of Kentucky schools in the design of units of study and other curricular materials as evidenced by lesson plans and classroom observations made during scholastic reviews/audits, special education program reviews, and desk audits (2008-2009).	<p>On-going Activities</p> <p>In fall 2006, the Bluegrass Technology Center began preparing a quarterly electronic newsletter promoting UDL. The newsletter is disseminated through approximately sixty listservs, each having a membership of 300 – 500 members.</p> <p>KDE facilitates quarterly meetings of Kentucky UDL Experts group. This group includes representation from districts, schools, UDL model sites, higher education, special education cooperatives, the Kentucky Assistive Technology Systems (KATS) Network Advisory Council, and the Bluegrass Technology Center. Members promote and support the use of UDL within the agencies they represent.</p>

Activity	Discussion of Improvement Activities Completed
<p>2. The KAMC will assist all Kentucky schools in using digital curriculum to address the diverse learning needs of students with disabilities. As evidence, annual reports from the KAMC will show an increase in the number of schools requesting materials from the Kentucky Accessible Materials Database (KAMD), the types and quantity of materials requested from the KAMD, and the number of times the Digital Curriculum Best Practices website is accessed (2010- 2011).</p>	<p>On-going Activities</p> <p>The Kentucky Department of Education has approved the Kentucky Accessible Materials Consortium (KAMC) as the state National Instructional Materials Access Center (NIMAC) clearinghouse through which schools will request NIMAC materials.</p>
<p>3. DECS will increase the use of CATS online assessment use to at least 95% of Kentucky schools with eligible students (2010- 2011).</p>	<p>In early January 2007, eight schools piloted an abbreviated version of the new online assessment. The purpose of the pilot was to identify technical issues, to ensure assistive technology was working as intended, and to receive feedback on test documents and the Web-cast trainings provided to participants.</p>
<p>4. DECS, in partnership with the KAMC, will analyze the 5 UDL Pilot Schools to identify effective UDL practices (2007-2008).</p>	<p>Ongoing Activities</p> <p>The KAMC continues to disseminate information about the UDL schools on its website hosted by the University of Louisville (http://kysig.louisville.edu/kyschools.htm).</p>

Target C Activities

Activity	Discussion of Improvement Activities Completed
1. In an effort to begin to build stronger relationships between DECS/Special Education Co-ops and mental health residential programs and /or homebound instruction, DECS and the Special Education Co-ops will hold a one day meeting with all in-state providers to discuss issues to improve services to students with disabilities (2008-2009).	Activity not yet initiated (Timeline 2008-2009)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2005-2006):

In the 2006 version of the resubmitted SPP, Indicator 5 targets for A were revised for clarity and to align it to the way in which Kentucky reports Child Count data.

In the 2005 submittal of the SPP, Kentucky wrote its targets for A using the OSEP language of:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

When the State Performance Plan (SPP) was released to the public, there was confusion because of the way in which Kentucky reports placement data and the way in which the Office of Special Education Programs (OSEP) asks for the data to be submitted. As an example, Kentucky reports placement data as 80% or more time in the

general education setting while OSEP asks for the data as spending less than 21% of the time in the general education setting. The two ways of reporting the data are the same they are just stated differently. In order to avoid further confusion, Kentucky has rewritten the targets for A so they are stated in the same way Kentucky reports the information in our December 1 Child Count. The revised targets for A set the same goals as our 2005 SPP established but will help individuals throughout our state better understand the goals for Indicator 5A.

Revisions To the 2005 SPP Targets

There were no revisions 5B or 5C targets. Targets for 5A were revised for clarity.

FFY	5A Measurable and Rigorous Targets
2005 - 2006	Target A, Kentucky will increase the number of students spending 80% or more of their instructional day in the general education program from 62 percent to 63 percent.
2007 - 2008	Target A, Kentucky will increase the number of students spending 80% or more of their instructional day in the general education program from 63 percent to 64 percent.
2009-2010	Target A, Kentucky will increase the number of students spending 80% or more of their instructional day in the general education program from 64 percent to 65 percent.

Revisions to the 2005 SPP Activities

In 2006 SPP, we deleted four activities in Target A, one activity in Target C and revised one activity in Target B. The chart below shows the deleted activities. Justification for Deletion:

The Division of Exceptional Children, in collaboration with the State Advisory Panel, the collaboration workgroup, and Division of Curriculum reviewed the activities in Indicator 5 to evaluate how effective and feasible they were in helping Kentucky meet its Indicator 5 targets. The groups determined the state needed a more intentional and focused approach in our effort to meet the targets. As a result, DECS and our stakeholders determined the following activities should be deleted in the 2006 State Performance Plan.

Target A Deleted Activities

Deleted Activities	Timelines	Resources
DECS, in partnership with the Kentucky Virtual High School and Teaching and Learning Solutions, LTD., will offer facilitated online collaboration training modules that districts and schools may use to offer professional development to administrators and staff in a virtual setting.	2008- 2009	Kentucky Virtual High School Teaching and Learning Solutions, LTD.
DECS will provide guidance documents to districts that are using 15% of their IDEA B funds for non-identified students in order to address early intervention needs.	2007- 2008	Other KDE Divisions LD Work Group
DECS will facilitate the development of guidelines for the implementation of students' responses to appropriate interventions and train districts how to use data collected during intervention services to drive instruction.	2008-2009	Other KDE Divisions LD Work Group
DECS will develop guidelines, strategies and implementation manuals on appropriate research-based response to intervention (RTI) techniques and strategies	2008-2009	Other KDE Divisions LD Work Group
Student /teacher assistance teams will be created and utilized at all schools as pre-referral teams.	2008-2009	Other KDE Divisions

Target B Deleted Activities

Deleted Activities	Timelines	Resources
DECS will provide continued support for the Kentucky Center on Instructional Discipline (KYCID), on-going funding and support.	2005- ongoing	DECS
DECS in partnership with KY-SPIN and the Kentucky Parent Resource Centers, will develop parent and advocacy training on LRE and placement options and then deliver regionally across the state.	2006-2007	KY-SPIN Kentucky Parent Resource Centers
DECS in collaboration with the Division of Assessment, will offer the Kentucky Core Content Tests and the Augmented Norm-Referenced Tests in at least three forms.	2009-2010	Division of Assessment
DECS, in collaboration with the Division of Career and Technical Education and the Division of Assessment, will make all state and other required assessments available in digital format for online testing	2011-2012	Division of Career Technical Education Division of Assessment
DECS in collaboration with other KDE partners, will develop school culture and climate trainings to be shared with schools who are considered to be in crisis not meeting their NCLB requirements or their set school accountability index.	2007-2008	Other KDE Divisions
DECS, along with the Division of Federal Programs, will train all of the special education cooperatives to do complete culture audits.	2007-2008	Federal Programs

Deleted Activities	Timelines	Resources
Delete- Reworded into Target C number 1. DECS along with state stakeholders will develop suggested communication strategies to improve cooperation between districts and private/home school programs. Develop guidelines to allow students to participate in their home school in the form of auditing a class for the school year.	2007-2008	Federal Programs

Target C Deleted Activities

Deleted Activities	Timelines	Resources
DECS in partnership with the Kentucky Parent Resource Centers will develop resources for new home school parents or guardians on how to establish an effective home school environment, statistics on home schools, and how parents can smoothly transition their children back into public schools.	2008-2009	Federal Programs

In the 2006 SPP, Activity 4 in Target B was revised to reflect the expanded role of the KAMC.

Justification for Rewording:

The KAMC now serves as the repository through which schools request NIMAC materials. As originally conceived, the KAMC was the state clearinghouse for digital textbooks and related instructional materials. It now provides schools access to the wealth of digital resources available through the NIMAC. As a result, the KAMC is positioned to determine and disseminate best practices regarding the use of digital text as a tool for differentiating instruction. To encompass this newly expanded role this activity had to be revised.

Target B Revised Activity

Revised Activities	Revised Timelines	Revised Resources
The KAMC will assist all Kentucky schools in using digital curriculum to address the diverse learning needs of students with disabilities. As evidence, annual reports from the KAMC will show an increase in the number of schools requesting materials from the Kentucky Accessibility Materials Database (KAMD), the types and quantity of materials requested from the KAMD, and the number of times the Digital Curriculum Best Practices website is accessed.	2010-2011	DECS

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

See Introduction

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = $[(\# \text{ of preschool children with IEPs who received special education services in settings with typically developing peers}) \div (\text{total } \# \text{ of preschool children with IEPs})] \times 100$.

FFY	Measurable and Rigorous Target
2005	<ol style="list-style-type: none"> 1. Increase Full-time Early Childhood Regular Program Participation to 48.67%. 2. Decrease Part-time Early Childhood Regular/Part-time Early Childhood Special Education Participation to 42.5%. 3. Decrease Full-time Early Childhood Special Education participation to 7.83%.

Actual Target Data for FFY 2005:

Education Placement	2004-2005		2005-2006		Status
1. Early Childhood Regular	9,341	44.96%	8,751	41.05%	Target not met
2. EC Regular and Special	9,590	46.16%	10,845	50.87%	Target not met
Home	94	0.45%	101	0.47%	

Education Placement	2004-2005		2005-2006		Status
3. Early Childhood Special	1,625	7.82%	1,522	7.14%	Target met
Residential Facility	8	0.04%	7	0.03%	
Separate School	119	0.57%	91	0.43%	
Total	20,777	100.00%	21,317	100.00%	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

KDE met Target Three.

KDE experienced slippage for Targets One and Two.

Despite emphasis on the delivery of integrated therapy by KDE and the Early Childhood Regional Training Centers (RTC), there continues to be a high number of children receiving special education services outside of the regular preschool class with pull-out services the preferred method of service delivery for related services. Speech/language services provided to children enrolled in Head Start is often provided by a "clinic" type model where each child leaves the Head Start classroom and receives speech therapy one-on-one in a separate room. Resistance to change this service delivery approach appears to be due to the belief that the classroom environment is "too noisy or busy". Consultative service delivery where the related services provider works with the teaching staff to embed interventions throughout the classroom routine is used sporadically in the preschool. Using this type of service delivery more would increase the number of children in the early childhood setting.

Activity	Discussion of Improvement Activities Completed
1. Include inclusion and LRE in meeting topics for Preschool Coordinator Leadership Meetings.	Activity completed. Most Preschool Coordinators attended the meetings. Inclusion and LRE information were agenda topics.
2. Invite therapy providers (e.g. speech therapists, OT, PT) to RTC trainings: Discussion of implementation of special education services being provided within the regular education classroom.	The 2006 Leadership meetings invitation list did not specify that therapy providers attend. Future meetings will include a specific invitation to those providers.

Activity	Discussion of Improvement Activities Completed
3. Establish a process to identify inclusionary Classrooms of Excellence and model Early Childhood Centers.	The process for designating Classrooms of Excellence was developed and in process. Applications were due December 15, 2006.
4. Introduce process to stakeholders.	<p>The model Early Childhood Center process was introduced to the preschool coordinators in June 2006. A meeting was held in Elizabethtown for those school administrators who determined that their early childhood buildings were potential models. Feedback on the process of identification and documentation of effective practices was provided.</p> <p>The Classrooms of Excellence process was unveiled at the RTC Early Childhood Summer Institute held in Lexington, KY. A significant number of Preschool Coordinators and classroom teachers were in attendance at these introductory sessions.</p>
5. Identify Centers/Classrooms of Excellence. (Services for children with disabilities will be full inclusion and LRE within the Centers/ Classrooms of Excellence.)	<p>Applications for the Classrooms of Excellence were due to KDE December 15, 2006. Fifty-nine of approximately 1000 classrooms applied.</p> <p>The Model Early Childhood Center identification process will be piloted in Spring, 2007 with 9 sites.</p>
6. Provide training to Special Education Directors and Preschool Coordinators on inclusion, LRE, and all OSEP updates.	The Division of Early Childhood Development provided training to Preschool Coordinators and those Special Education Directors who are also responsible for preschool during the Spring and Fall Leadership meetings. There was not a specific training on LRE; rather, the topic was one of several covered during the meeting.

Activity	Discussion of Improvement Activities Completed
7. Contact Institutions of Higher Education (IHEs) with OT, PT and other special education therapy programs to encourage them to offer coursework, on an elective basis, in integration of children with low-incidence disabilities in regular education settings.	Activity not initiated.
8. Provide specific training sessions at the annual Infant and Toddler Institute on integration of special services to young children in the classroom.	Activity not initiated.
9. Provide training and technical assistance to districts with high rates of preschoolers identified with disabilities to address appropriate child find procedures. We will also develop and disseminate guidance documents on the identification of young children with disabilities.	Data profiles have been developed and are currently being shared with districts. Targeted technical assistance has begun with districts. A guidance document is in development with dissemination targeted for March 2007. Training sessions for the Summer Institute have been identified.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006:

KDE is concerned with future data. The Division of Early Childhood developed data profiles for each district, highlighting the identification of children with disabilities over the last five years. Many districts have an incidence rate of 30% or more of three and four year olds with disabilities. Districts with high incidence rates will have much difficulty meeting the definition of a regular childhood setting. A new improvement activity (number 9) was added to the SPP that provides targeted technical assistance and training on child find procedures. Additionally, the state will continue to seek resources on inclusion from the Mid-South RRC and NECTAC staffs.

The FFY 2006 APR may include revisions to the targets for this indicator due to the change in the Section 618 educational settings definitions. Districts used the new definitions for the data collection on December 1, 2006. Upon receipt of the verified data, KDE will analyze the data and take any necessary steps to convene a stakeholder group for input on necessary revisions to the targets.

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: See Introduction****Monitoring Priority: FAPE in the LRE****Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

preschool children with IEPs assessed)] times 100.

- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2005	Target not required

Actual Target Data for 2005-2006

This is a new indicator. Baseline data will be reported in the 2008 APR. Status data is provided in the table below.

KEDS Entry Level Data for 3-Year-Olds

Outcome 1: Positive Social Relationships

Assessment Tool	Number of 3 year olds per tool (N = 1593)	% children at age functioning
AEPS	5	54.2
COR	108	38.5
CC	308	95.2
LAP3	4	40.9
WS3	20	47.0
WSHS3	1148	47.5

Outcome 2: Acquiring knowledge and skills

Assessment Tool	Number of 3 year olds per tool N = 1593	% children at age functioning
AEPS	5	51.6
COR	108	29.5
CC	308	91.6
LAP3	4	48.2
WS3	20	44.1
WSHS3	1148	36.7

Outcome 3: Appropriate behavior to meet needs

Assessment Tool	Number of 3 year olds per tool N = 1593	% children at age functioning
AEPS	5	51.4
COR	108	62.7

Assessment Tool	Number of 3 year olds per tool N = 1593	% children at age functioning
CC	308	96.7
LAP3	4	43.3
WS3	20	39.0
WSHS3	1148	31.9

The data presented above represents the status of three year olds at the beginning of the 2006-07 school year. Typical of initial data collection endeavors, there were incomplete data sets submitted. A problem accessing online data for one of the assessment instruments was also encountered. These two factors resulted in 471 records deemed not usable and are not included in the reporting above. Over the next few months, targeted training and assistance will be provided to decrease the number of incomplete records. Staff will also continue to work with the assessment publisher and districts to ensure access to online data.

The statistical analysis plan has been based on a conceptual model, which uses items from multiple instruments to measure child performance on a common set of behaviors (The Kentucky Early Childhood Standards via the Benchmarks). When instruments have no common measurement properties, the task is complex, requiring multiple strategies to determine the relationship of items within each of these tools to measure a common phenomena or set of behaviors (i.e., the work of the Cross Walk Group). When this work concludes and can be validated, each child's performance on these benchmarks will be measured with some confidence, no matter what assessment is used (keeping in mind collection issues such as accurate reporting/recording, standardized test administration, etc).

At the same time this work is progressing, the second goal identified was to understand the performance of a sample of children in Kentucky preschool programs based on the OSEP outcomes and criteria (typical, almost typical, etc.). This involves a less rigorous process, since OSEP requires numbers and percentages only. Therefore, the plan has been to continue the work to describe the performance of children on the Kentucky benchmarks and to do so accurately (with greater specificity and clarity) through the use of common descriptive statistics (i.e., means, standard deviations, etc.). For the current OSEP purpose of reporting the percent of children who are performing typically, almost typically, etc., we proposed a second technique which can be used reliably on the data and establishes simple cut-off scores based on expectations for 3 and 4-yr olds from each tool and then reports the percentage of children who meet (or do not) these cutoffs. This process provides the outcome OSEP wants but does not meet the broader goal of measuring child progress on Kentucky Standards and Benchmarks. That data will come in time and will continue to require empirical and conceptual testing.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006

Development activities were described in the SPP for this indicator. Status data is reported above as required by OSEP. Improvement activities will be developed for the 2008 APR after baseline data are collected and targets set.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 APR:

Not applicable with this submission.

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: Not applicable.**

As this was a new requirement in 2005, the APR for Indicator 8 will be included in the February 1, 2008 APR.

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2005	Not applicable

Actual Target Data for FFY 2005: Not applicable

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005: Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005: Not applicable.

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: Not applicable.**

As this was a new requirement in 2005, the APR for Indicator 9 will be included in the February 1, 2008 APR.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005	The percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be zero percent (0)%.

Actual Target Data for FFY 2005: Not applicable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005: Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005: Not applicable.

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: Not applicable.**

As this was a new requirement in 2005, the APR for Indicator 10 will be included in the February 1, 2008 APR.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005	The percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be zero percent (0)%.

Actual Target Data for FFY 2005: Not applicable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005: Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005: Not applicable.

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: Not applicable.**

As this was a new requirement in 2005, the APR for Indicator 11 will be included in the February 1, 2008 APR.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2005	One hundred percent (100%) of children with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.

Actual Target Data for FFY 2005: Not applicable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005: Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005: Not applicable.

Part B State Annual Performance Report (APR) for FFY 2005 (FY 2005-2006)**Overview of the Annual Performance Report Development:**

See introduction

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a, but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
2005	100% of Part B eligible children referred by Part C have an IEP developed and implemented by their third birthday.

Actual Target Data for FFY 2005:

FFY	Number of Records Reviewed	IEP in Place by 3 rd Birthday	Target Status
2004	1176	929 (79.34%)	Not met

FFY	Number of Records Reviewed	IEP in Place by 3 rd Birthday	Target Status
2005*	1328	1246 (93.75%)	Not met

***Note: This data is preliminary. Final data will be provided prior to the FFY 2006 APR.**

To validate and maintain the accuracy of these data, DECS routinely reviews district level KCMP data when conducting scholastic audits and reviews, management audits, technical assistance visits, and other on-site activities conducted that include the involvement of DECS staff. The validity and reliability of KCMP data are addressed in more detail in Indicator 20.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2005:

Significant improvement towards meeting this target occurred in FFY2005. This improvement is attributed to:

- Improved communication between the Part C system and local districts.
DECS worked with the Part C lead agency to provide local school districts information on students in the Part C program who are 30 months or older on a quarterly basis. This allowed school districts to begin locating and evaluating these children for Part B eligibility.
- Improved local tracking of children.
Upon learning a child living in the district is receiving Part C services, the district contacts the parent to provide information about the Part B services and arranges a meeting if the parent is interested. Once written parent consent for evaluation is obtained, the district creates a special education folder in the state's student information system. This system documents the status of the student from referral through exiting the special education program.
- Successful implementation of the early childhood GSEG.
The data improvement activities in the GSEG have resulted in timely, efficient production of the list of transitioning children for the local districts. Modifications to both Part C and B data systems, while minor, have increased communication between the two systems to a great extent.
- Continued emphasis on effective transition through the Transition Project and Early Childhood Councils

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

Based upon the status of the data systems maintained by both agencies implementing IDEA, a revision was made to Improvement Activity 1. The revision more accurately describes the interface between the two data systems. KDE recently awarded a new contract for a student information system. The potential may be available to enter Part C

children into the school data system at a much earlier point in the transition timeline. Activities to move from the former information systems vendor to the new vendor have begun. The whole process will take approximately three years. It may be possible during these systems development activities to include procedures that would, in essence, bridge the two systems and increase automation. The ability to track a student earlier than what is presently available should help ensure that all children experience a timely, effective transition.

Part B State Annual Performance Report (APR) for 2005 (FY 2005-2006)

Overview of the Annual Performance Report Development: See Introduction.

Since this is a new requirement, baseline data, targets and activities will be included in the February 1, 2007 SPP. The APR for Indicator 13 will be included in the February 1, 2008 APR.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

<p>Measurement: Percent = $[(\# \text{ of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals}) \div (\# \text{ of youth with an IEP age 16 and above})] \times 100$.</p>
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FFY	Measurable and Rigorous Target
2005-2006	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Part B State Annual Performance Report (APR) for 2005 *(FY 2005-2006)*

Overview of the Annual Performance Report Development: See Introduction.

Since this is a new requirement, entry data (i.e., exit data) is provided in the February 2007 SPP. Kentucky will provide baseline data, targets, and additional activities in FFY 2006 APR due February 1, 2008

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See Introduction.

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2005	One hundred percent (100%) of noncompliances identified through general supervision system (monitoring, complaints, due process hearings, etc.) are corrected within one year of identification

Actual Target Data for FFY 2005:

On-site monitoring:

During Federal Fiscal Year (FFY) 2004 (2004-2005), 10 on-site monitoring visits were conducted which resulted in a total of 85 findings of noncompliance. Of those 85 citations, 72 were corrected within one calendar year. This results in a compliance rate for FFY 2004 at 84.7%.

During FFY 2005 (2005-06) there were 12 districts that had on-site monitoring visits conducted by DECS resulting in 96 citations being issued. These visits occurred between January and May 2006, with the first of the reports identifying non-compliance being issued in February 2006. All 12 districts are currently implementing their CAP activities within the one-year timeframe for closing their CAPS. The Division of Exceptional Children (DECS) will ensure that all districts will receive appropriate follow-up and be notified of their compliance status within the one-year timeline. For any districts that do not achieve compliance, DECS will invoke appropriate sanctions in accordance with Federal and State regulations.

DECS believes the FFY 2004 and FFY 2005 data are valid and reliable. DECS staff responsible for this indicator reviewed all on-site monitoring reports, and calculated the number of citations issued by DECS and the number corrected by the districts. This activity was conducted in coordination with the DECS team leaders for each monitoring visit.

Kentucky Continuous Monitoring Process (KCMP)

On June 2, 2006, DECS' Director sent individual letters to Kentucky's 179 school districts, detailing all issues of non-compliance identified through the KCMP review. A total of 445 non-compliance citations were issued. The June 2nd letters of citation were based upon joint reviews of the districts' KCMPs by DECS staff and Kentucky Special Education Cooperative Network (referred to hereafter as Special Education Co-ops) directors in April 2006. The districts were given until July 17, 2006 to submit an approvable CAP to DECS. Since districts are in the process of completing their CAP activities, DECS will report these data after June 2, 2007.

DECS believes the data for this section are valid and reliable. The number of total KCMP non-compliance citations were calculated by using the KCMP spread sheet where KCMP data were entered upon receipt.

Formal Complaints

Actual Target Data for FFY 2005: These data indicate 50% findings of noncompliance identified through complaints (1 of 2 complaints with CAPS) were corrected within one year of identification.

As noted in the 2005 SPP, the responsibility for handling complaints was moved in October 2005 to the Division of Exceptional Children Services (DECS) from the Office of Legal and Legislative Services (OLLS). Since that time, the number of complaints filed with KDE has decreased by 37%. (See Indicator 16 under Explanation of Progress or Slippage.)

Only one Complaint with findings was issued by DECS during FFY 2005 through February 1, 2006. That CAP was closed within one year of notification to the district of the non-compliance. The second complaint with findings was issued by OLLS. The OLLS CAP is in the process of being closed.

No CAPS issued by DECS for FFY 2005 have exceeded the one year timeline.

DECS believes the FFY 2004 baseline data and FFY 2005 data are valid and reliable. From July 1 until October 2005, the Office of Legal and Legislative Services (OLLS) was responsible for investigating complaints. OLLS staff maintained a document, the Special Education Work Log, to track complaints timelines and related data during this time period. As part of the data analysis for this Indicator, DECS staff responsible for Indicator 16 reviewed the relevant data in the OLLS Work Log and was in contact with both OLLS staff and DECS staff regarding the closure of CAPS.

Currently, the status of complaints is monitored through a wall chart maintained by the DECS complaint investigators. The chart tracks complaint timelines, extensions and Corrective Action Plans (CAPs) and was reviewed by DECS staff responsible for this Indicator.

Hearings

Actual Target Data for FFY 2005: Not applicable.

One hearing was fully adjudicated in FFY 2005 with the parents partially prevailing. As of February 1, 2007, the one-year timeline for the district to correct any noncompliances identified in the hearing decision had not expired.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Explanation of Progress

Monitoring

During the past year, DECS has had an intentional focus in ensuring that instances of district non-compliance are identified and corrected within one calendar year of the date of district notification of the noncompliance(s). This has resulted in the state improving from a 0% compliance rate prior to FFY 2004 to a rate of 84.7% to the projection of a 100% compliance rate for FFY 2005, once all districts have completed their corrective action plan activities.

Prior to FFY 2004, the KCMP had been utilized as a “continuous improvement” activity and had not resulted in areas of noncompliance being identified. Beginning FFY 2005, DECS now issues letters to all districts and tracks their progress in achieving compliance on all KCMP compliance indicators.

Complaints

The smaller number of complaints filed with KDE has resulted in fewer CAPS to review and close. Moving responsibility for formal complaints back to DECS from OLLS has also aided in the timely closing of CAPs, as there are established lines of communication and authority between the DECS’ director and the DECS complaint investigators. The sole complaint CAP issued by DECS during the FFY 2005 through February 1, 2006 was closed within one year.

Activity	Discussion of Activities Completed
<p>1. DECS will revise its IDEA monitoring system to include:</p> <p><u>State Performance Plan (SPP) requirements</u></p> <p><u>IDEA regulatory requirements</u></p> <p><u>Focused monitoring</u></p>	<p>The KCMP was revised by the KCMP Work Group to capture data required by the SPP.</p> <p>The KCMP work group and the Special Education Co-op due process consultants developed a regulatory record review form. Districts are using the regulatory record form as part of the KCMP self-assessment process for the KCMP due on January 30, 2007.</p> <p>On October 4 and 5, 2006, DECS convened a diverse General Supervision stakeholder group to provide recommendations for the new KDE focused monitoring initiative. Based on stakeholder input, the area in which KDE will focus its IDEA monitoring efforts is lack of achievement in middle school math.</p> <p>The KDE Special Education mentors will lead the on-site monitoring team and ensure that ongoing technical assistance will be provided to the District.</p>
<p>2. DECS will develop a system to verify data in the following areas:</p> <p><u>SPP requirements</u></p> <p><u>IDEA regulatory requirements</u></p>	<p>DECS consultants who are participating on KDE scholastic reviews, management audits and other on-site visits apart from focused monitoring visits, will validate KCMP data and the KCMP regulatory record review forms as part of the on-site visit.</p>

Activity	Discussion of Activities Completed
<p>3. KDE complaint investigators will contact districts with outstanding CAPS for FFY 2004 to determine the CAP status.</p>	<p>Until October 2005, the complaint investigation function was located in KDE's Office of Legal and Legislative Services (OLLS).</p> <p>OLLS staff was responsible for contacting districts to determine the status of FFY 2004 CAPs.</p>
<p>4. KDE complaint investigators will meet with the DECS director to discuss all complaints from FFY 2004 whose CAPs have not been completed.</p>	<p>Proof of CAP letters has been sent to four school districts for which documentation of the CAP is needed.</p>
<p>5. The Director's designee will report to the DECS' Director on a weekly basis on the status of CAPs for formal complaints.</p>	<p>The activity was designed to emanate from the development of the DECS database. The database was developed to track the status of all formal complaints, hearings and mediations.</p> <p>The DECS database was not functional until Summer 2006, due to (1) lack of DECS' staff capacity finalize the activity, and (2) the additional task of expanding the database to include parent telephone calls. (Note: The addition of the parent call data base was meant to assist DECS in general supervision by identifying problem issues and problem school districts in IDEA implementation. It also arose from DECS' administrative need to streamline the process of responding to the large number of phone calls received by DECS. The database has been highly successful in the area of tracking parent phone calls.)</p> <p>After several months of database use, a review of the complaints, mediations and hearing printouts indicated that there were problems with the completeness of the data. This appears to be a result of data being entered by both OLLS and DECS, and the need for a uniform process with administrative support to assist with data</p>

Activity	Discussion of Activities Completed
	<p>entry.</p> <p>Since the complaint, hearing and mediation printouts are not useful at this time; the Director cannot currently use the printouts as the basis for tracking general supervision activities.</p>
<p>6. The DECS director will meet with complaint investigators to discuss outstanding CAPs for complaints which are more than six months old.</p>	<p>This activity has not been accomplished. (See preceding Discussion of Activities regarding issues with the database printouts.)</p>
<p>7. For CAPs exceeding one year which involve formal complaints and monitoring, the DECS director will require the district DOSE to meet and resolve all outstanding issues.</p>	<p><u>Monitoring</u></p> <p>Due to a misunderstanding of the time frame for completion of on-site monitoring CAPS (described above) this activity has not yet been implemented.</p> <p><u>Complaints</u></p> <p>The number of formal complaints filed for the first half of FFY 2005 dramatically decreased. This coincided with the responsibility for formal complaints reverting from OLLS to DECS.</p> <p>As explained under "Actual Target Data" above, there are two FFY 2005 complaints CAPS due to be closed during the time period reflected by the 2007 APR. One has been closed by DECS with the other in the process of being closed.</p>

Activity	Discussion of Activities Completed
<p>8. DECS will analyze data from KCMP self-assessments, utilizing Special Education Co-operatives to assist districts with programmatic and compliance issues.</p>	<p>DECS staff have met with the Special Education Co-op staff (Co-ops) on two occasions since the submission of the 2005 SPP to begin the data analysis process.</p> <p>The two were activities slated for the initial meeting on February 8 and 9, 2006 and April 26 and 27, 2006. One was to analyze and drill down district and regional data. The second task was to review district KCMP reports and determine the compliance status of each district relative to the KCMP compliance indicators.</p> <p>A KCMP data analysis workshop to assist with the data analysis activity was provided to DECS staff and the Co-op directors by Jane Nell Luster of the National Center for Special Education Accountability and Monitoring (NCSEAM) on March 6 and 7, 2006.</p> <p>The second combined DECS/Co-op meeting was held on April 26 and 27, 2006. It involved the teaming of individual DECS staff with individual Co-op Region directors to review KCMP self-assessments for the Districts within each Co-op region.</p> <p>Using the results of the analysis of the Districts' KCMP data, DECS contacted Districts whose KCMPs showed non-compliance. DECS advised the Districts that they had one year from the date of notification to come into compliance. The Districts were also required to submit a Corrective Action Plan (CAP) to DECS.</p> <p>Letters of non-compliance from DECS' director, Larry Taylor, were sent to Districts on June 2, 2006. Districts were required to submit their CAPs to DECS by July 17, 2006.</p> <p>The information gleaned by the Special Education Co-ops through the data analysis process formed the basis of the Co-ops' grant</p>

Activity	Discussion of Activities Completed
	<p>application to DECS for FFY 2006.</p> <p>This activity also began an on-going collaboration between Co-ops and DECS. Since Summer 2006, Co-op directors and consultants from every co-op region have met in Frankfort twice for three days each session. Plans have been developed to continue this activity quarterly. The purpose of the activity is to analyze data and develop plans for the delivery of technical assistance by the Co-ops to Districts. DECS staff participated in the development of action plans for the Co-ops, based on the SPP, the KCMP analysis of data and cooperative grant applications.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005.

Revised Activity	Revised Timelines	Revised Resources
<p>“DECS will implement a system to track timelines for corrective action plans for all focused monitoring and technical assistance visits and for the Kentucky Continuous Monitoring Process.”</p>	<p>Beginning February 2007 through FFY 2010</p>	<p>DECS staff</p>
<p>Justification for Revision:</p> <p>This activity is deemed necessary to equip DECS to ensure districts have corrected all areas of noncompliance within the one-year timeline.</p>		

Revised Activity	Revised Timelines	Revised Resources
“DECS will conduct follow up activities including but not limited to, on-site reviews, desk audits and interviews with district staff to determine that all areas of noncompliance identified through focused monitoring or other district visits are corrected within the one-year timeline.”	February 2007 through FFY 2010	DECS staff
Justification for Revision: This will ensure that DECS is able to maintain the progress it has made in achieving compliance with the requirements of Indicator 15.		

Revised Activity	Revised Timelines	Revised Resources
<p>“The Director’s designee will report to the DECS’ Director on a weekly basis on the status of CAPs for formal complaints” has been revised to:</p> <p>“A DECS staff person will be assigned to enter complaint data into the database. The staff person will produce and send monthly updates on complaint data for the DECS director, complaint investigators and DECS staff responsible for Indicator 15.”</p>	Beginning May 2007 through FFY 2010	Assignment of designated staff to be responsible for database management
Justification for Revision: Responsibility to designate DECS staff for data entry and data reports is key to having usable data for general supervision responsibilities. Currently, there is not an established process to enter data into the complaint database or to produce reports.		

Revised Activity	Revised Timelines	Revised Resources
<p>“The DECS director will meet with complaint investigators to discuss outstanding CAPs for complaints which are more than six months old” has been revised to:</p> <p>“DECS complaint investigators will review monthly complaint printouts on an on-going basis. An alert will be added to the database function, to notify the director and staff of overdue CAPs.</p> <p>Based on the timeline alert, DECS complaint investigators will notify the Director when a CAP is overdue. The Director and investigator will determine appropriate follow-up activities with the District, depending on the circumstances of the case. “</p>	June 2007 through FFY 2010	<p>Additional DECS staff assigned for data entry</p> <p>Technology assistance procured outside of KDE</p>
<p>Justification for Revision:</p> <p>Currently, reports from the complaint database are not produced on an on-going basis. Data printouts need to be available to staff periodically. Notification of pending timelines through built-in alerts, particularly for CAPS, will enable DECS to close CAPS on a timely basis.</p>		

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development: See Introduction.****Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100.$

FFY	Measurable and Rigorous Target
2005	One hundred percent (100%) of signed written complaints with reports issued will be resolved within a 60 day-day timeline or a timeline extended for documented exceptional circumstances.

Actual Target Data for FFY 2005: 100%

100% of signed complaints reports issues were resolved within the 60- day timeline or a timeline extended for documented exceptional circumstances.

- During Federal Fiscal Year (FFY) 2005, 26 complaints were filed. 11 complaints were withdrawn as resolved.

Of the 15 remaining complaints:

- 8 were timely resolved, with reports of findings written within the 60-day timeline.
- 7 complaints were timely, with reports issued within a timeline extended for documented exceptional circumstances.

DECS believes the FFY 2004 baseline data and FFY 2005 data are valid and reliable. From July 1 until October 2005, the Office of Legal and Legislative Services (OLLS) was responsible for investigating complaints. OLLS staff maintained a document, the Special Education Work Log, to track complaints timelines and related data during this time

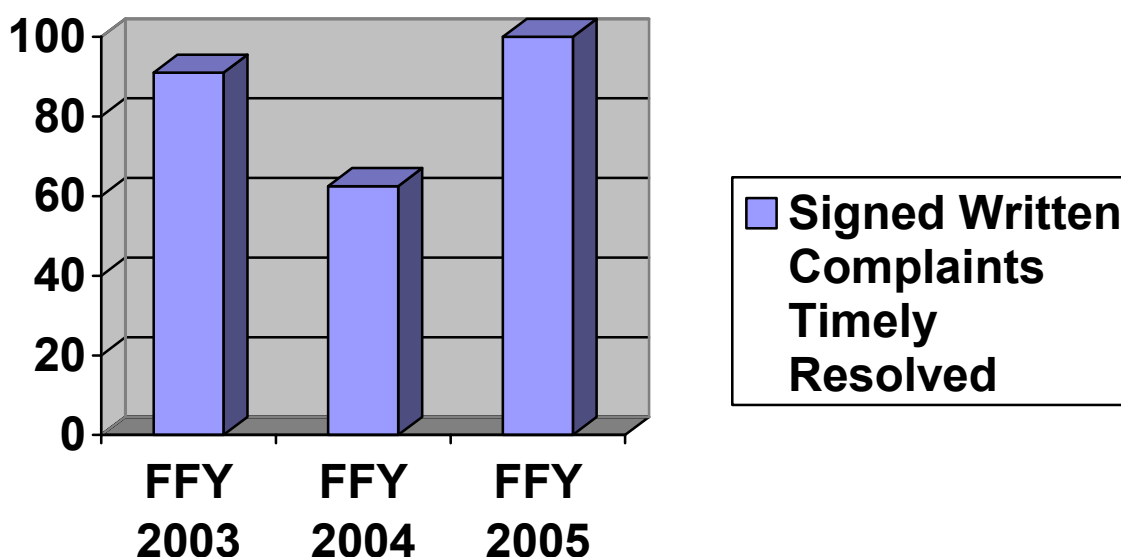
period. As part of the data analysis for this Indicator, DECS staff responsible for Indicator 16 reviewed the information in the OLLS Work Log.

Currently, the status of complaints is monitored through a wall chart maintained by the DECS complaint investigators. The chart tracks complaint timelines, extensions and Corrective Action Plans (CAPs) and was reviewed for this Indicator. As part of the data review, DECS complaint investigators also gave a status report on complaint timelines to the DECS staff responsible for this Indicator.

As only 26 complaints were filed during FFY 2005, the current system is adequate for timeline tracking. After revisions are made to the complaints and hearings database, this information will be tracked electronically by a designated DECS staff person.

See OSEP "Table 7" at Indicator 19, Table A, for additional details on complaint data.

Percent of Signed Written Complaints Timely Resolved



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005

Explanation of Progress: As explained in last year's (FFY 2004) SPP, during the summer of 2005, the new DECS director revised the process for handling formal and informal complaints by parents.

The responsibility for formal complaints was moved to DECS from OLLS where it had been located for several years. Two experienced DECS complaint investigators were assigned responsibility for processing and investigating formal complaints.

A major concern of the new DECS director was the quick, effective resolution of parents' informal complaints (usually made by telephone) so that children with disabilities do not experience delays in receiving appropriate services. DECS consultants are now assigned responsibility for parent phone calls that the consultants are required to keep through the life of the informal complaint. While DECS consultants advise parents of their IDEA due process rights, they also suggest formal mediation as the first step. DECS consultants have been provided with an electronic copy of the mediation request form that they send to parents to expedite the process of resolving disputes. Perhaps more importantly, DECS consultants -with parent permission - contact local Directors of Special Education in an effort to quickly and informally resolve issues.

Since the implementation of the new DECS system for handling formal and informal complaints, 26 complaints were filed in FFY 2005, compared to 41 complaints filed in FFY 2004. This is a decrease of 37% in the number of complaints filed since responsibility for complaint investigation was reassigned to DECS. All complaints were timely resolved.

Because of the decrease in numbers, the DECS complaint investigators have been able to timely resolve all disputes without additional staff assigned to investigate complaints. Additionally, the smaller numbers have allowed the investigators to maintain timelines without a fully operational electronic database.

Activity	Discussion of Improvement Activities Completed
1. DECS will monitor complaint timelines on an on-going basis and assign additional staff, if needed, to investigate complaints.	DECS has experienced a decrease in the number of complaints filed with KDE. No additional staff has been needed to comply with the 60- day timeline.
2. DECS Director will require written justification from the investigators explaining the "exceptional circumstance", prior to extending the timelines for complaints.	All DECS complaint investigator requests for extensions of time related to the individual circumstances of the complaint are presented to the Director and reviewed with him, prior to formally extending the 60 day timeline.

Activity	Discussion of Improvement Activities Completed
<p>3. DECS will update its database to track on-going timelines for formal complaints. The database will include mechanisms for tracking the timeliness of DECS' investigation and ensuring completion of the Corrective Action Plan by the district within one year.</p> <p>Timelines will be monitored at multiple points within the process.</p>	<p>See Indicator 15 "Discussion of Activities." Although the complaint database was developed in Summer 2006, initial complaint investigation printouts obtained in October 2006 were incomplete.</p> <p>Discussions will continue to be held among the DECS complaint investigators, DECS data manager, DECS attorney and the DECS director to resolve this issue during FFY 2006.</p>
<p>4. KDE will obtain complaint investigator training for new investigators.</p>	<p>DECS arranged for Kevin McDowell, attorney with the Indiana Department of Education, to provide two days of training to DECS complaint investigators and other interested DECS staff, and Special Education Co-operative consultants for 9 of the 11 Co-op regions. The training was held on May 18 and 19, 2006.</p> <p>Complaint investigators from State Educational Agencies (SEAs) in the Mid-South Region were also invited, with 7 of the 9 states participating.</p> <p>Among training topics were appropriate circumstances in which to extend the 60-day timeline.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005:

Revised Activity	Revised Timelines	Revised Resources
<p>“The Director’s secretary will report to Director on a weekly basis on status of timelines,” has been revised to read:</p> <p>A DECS staff person will be assigned to enter complaint data into the database. The staff person will produce and send bi-weekly updates on complaint data for the DECS director, complaint investigators and DECS staff responsible for SPP Indicators 15 and 16.</p>	Beginning May 2007 through FFY 2010	DECS director will assign designated staff to be responsible for database management.
<p>Justification for Revision: The key to having usable data for general supervision responsibilities depends on having designated DECS staff responsible for data entry and data reports.</p>		

Revised Activity	Revised Timelines	Revised Resources
<p>“Data on complaint investigations will become a standing item at DECS monthly staff meetings” has been omitted.</p>		
<p>Justification for Revision: Due to difficulty in consistently convening monthly staff meetings, the original activity has lost its effectiveness as a tracking procedure. For the present time, tracking complaint timelines is a task better managed through email and the production of data printouts for review by the DECS Director and the DECS complaint investigators.</p>		

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See Introduction

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2005	One hundred percent (100%) of fully adjudicated due process hearings are fully adjudicated within the 45-day timeline or within a timeline that is appropriately extended and properly documented by the hearings office at the request of either party.

Actual Target Data for FFY 2005: 100%

In FFY 2005, 19 hearings were requested during. Of this number:

- 16 hearings were resolved through resolution agreements, mediation, or settlement agreements with attorney involvement.

For the remaining 3 hearings that were not settled:

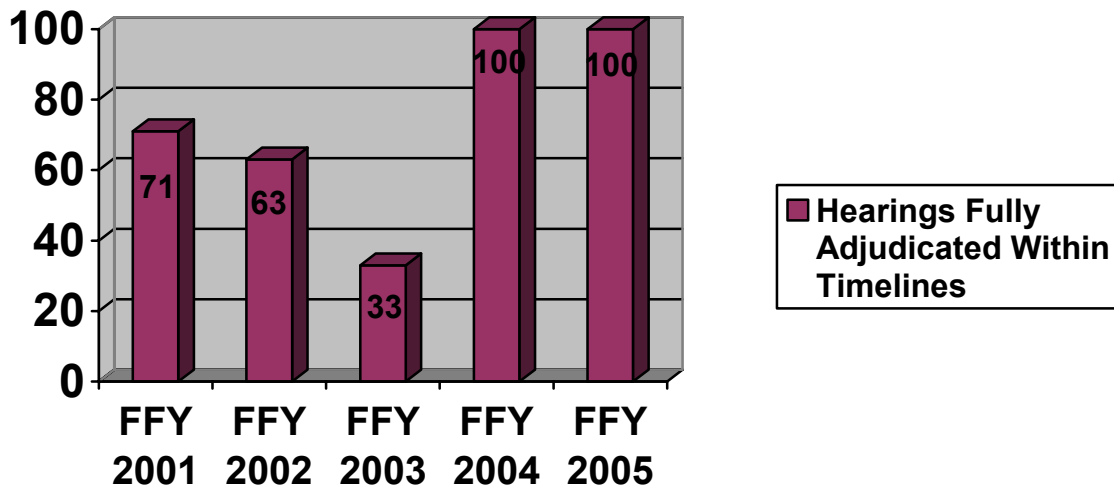
- 1 hearing was dismissed for failure of the parent to participate in required pre-hearing events.
- 1 hearing was fully adjudicated within appropriately extended timelines. The documentation contained in the hearing file indicated that the timeline was properly extended and that the hearing was fully adjudicated within the timeline,
- 1 hearing is pending within properly extended timelines, due to the serious illness of a participant's family member.

DECS believes this data is valid and reliable. The Office of Legal and Legislative Services (OLLS) staff maintains a Special Education Work Log, which sets forth

required hearing timelines. The Work Log was reviewed as part of this process. Moreover, DECS staff responsible for Indicator 17 reviewed all hearing files that were not resolved to verify the data on timelines and whether timelines were appropriately extended by hearing officers. For verification, DECS staff also contacted the hearings officers regarding all hearings requests to which they had been assigned..

See OSEP "Table 7" at Indicator 19, Table A, for additional details on hearing data.

Percent of Hearings Adjudicated Within Timelines



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Explanation of Progress: For the past two years, Kentucky has been in full compliance with this requirement.

KDE has considered the timeliness of hearing decisions when determining whether to renew the hearing officers' personal services contracts and has emphasized timeliness as part of annual hearing officer training.

Even though the database is not currently able to track hearing timelines, the small number of fully adjudicated hearings allows KDE to keep up with the progress of hearings without an automated system.

Activity	Discussion of Activities Completed
1. KDE will consider the timeliness of hearing decisions in contract renewals for current hearing officers.	KDE's three-person panel that reviewed hearing officer contracts used timeliness of hearings decisions as a factor in awarding the contracts for FFY 2006.
2. DECS will update its electronic database to track on-going timelines for due process hearings. The database will include a section to enter data on extensions of the 60-day timeline issued by hearing officers, and will automatically track whether the hearing is finalized by the set timelines.	<p>The database was developed and became functional in Summer 2006.</p> <p>The issues cited in Indicators 15 and 16 regarding the effectiveness of the database for tracking purposes are also applicable to Indicator 17.</p>
3. The Director's secretary will have access to the hearing database and will report on the status of hearing timelines to the Director on a weekly basis.	This activity has not occurred, due to the incomplete printouts produced by the database.
4. The Office of Legal and Legislative Services in conjunction with DECS will continue annual training of hearing officers on the requirements of the APR and SPP regarding timely adjudication of hearings.	Training of hearing officers on SPP/APR requirements was held on January 23, 2006.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005

Revised Activity	Revised Timelines	Revised Resources
<p>“The administrator of the hearing system from the Office of Legal and Legislative Services (OLLS) will provide monthly updates to DECS staff on the status of hearings, i.e., numbers of hearings, hearing issues and timelines” will be omitted as an Activity for this Indicator.</p>		
<p>Justification for Revision: Due to scheduling difficulties with convening monthly staff meetings, staff meetings have lost their effectiveness as a tracking procedure. For the present time, tracking hearing timelines is a task better managed through email.</p>		

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: Not applicable.

As this was a new requirement in the 2005 SPP, Baseline Data and the establishment of Targets and Activities are included in the February 1, 2007 SPP.

The APR for Indicator 18 will be included in the February 1, 2008 APR.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See Introduction

Monitoring Priority: Effective General Supervision Part B / General Supervision**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2005	Fifty-seven percent (57%) of all mediations will result in mediation agreements

Actual Target Data for FFY 2005: 66%

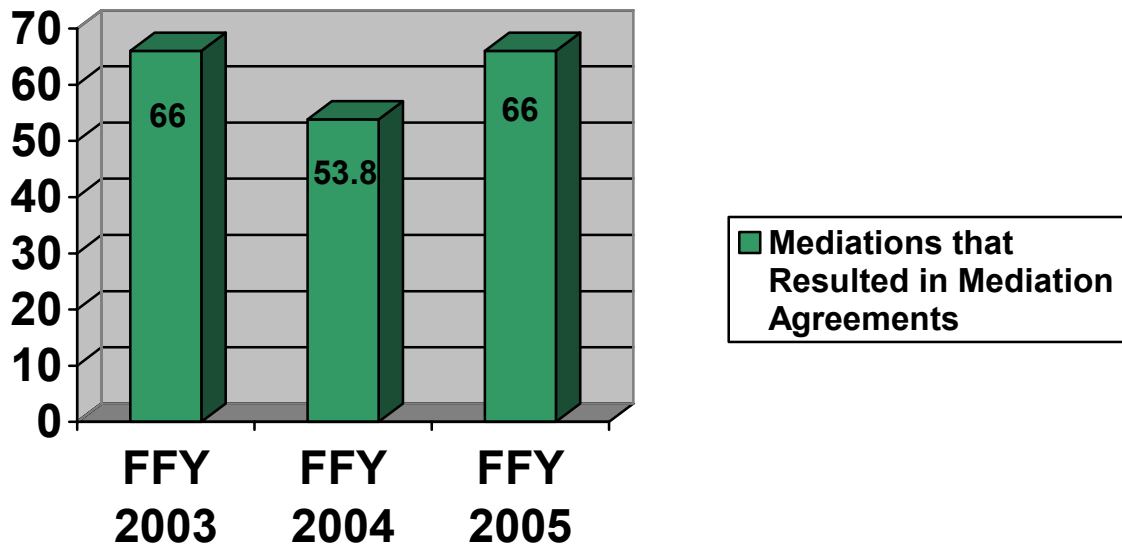
During Federal Fiscal Year (FFY) 2005, 16 mediations were requested, an increase of 3 mediation requests (19% increase) from FFY 2004.

4 of the 16 mediations were resolved prior to the convening of the mediation session. Of the remaining 12 mediations, 8 resulted in mediation agreements, for a percentage of 66%. This exceeds the target by 9% and is 12% higher than the FFY percentage of 53.8%.

DECS believes the mediation data is valid and reliable. The Office of Legal and Legislative Services (OLLS) staff maintains a Special Education Work Log, which sets forth information on mediation requests and settlements. As part of the data analysis for this Indicator, DECS staff responsible for Indicator 19 reviewed the Work Log and all individual mediation files. DECS staff also contacted KDE mediators for verification purposes as part of the review.

See OSEP "Table 7" attached to the end of this Indicator as Table A, for additional details on mediation data.

Percentage of Mediations Held that Resulted in Mediation Agreements



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Explanation of Progress

The increase in the percentage of mediations resolved over the past two years, i.e., 53.8% to 66%, is encouraging. However, as stated in the 2005 SPP, small fluctuations in the number of mediations resolved significantly affect the percentages for Indicator 19, due to the low number of mediations requested in Kentucky.

Until the number of mediations increase, it is difficult to draw conclusions regarding the reasons for Kentucky's progress in this area. One reason for the increase in numbers of mediations requested and in the percentage resolved by agreement may be that DECS consultants who handle parent telephone calls are suggesting mediation as the first method of formal dispute resolution.

Activity	Discussion of Improvement Activities Completed
<p><u>Activities to Increase Percentage of Mediations Resolved</u></p> <p>1. DECS will develop and distribute guidance to parents and districts regarding the pros and cons of mediation and other dispute resolution processes, to ensure that parties' expectations of mediation meet the capabilities of the process.</p>	<p>Guidance is in draft form. Timeline runs through June 2011.</p>
<p>2. DECS will evaluate the strengths and weaknesses of the current mediation system and act on the findings. This will include obtaining materials on research-based mediation systems or other successful mediation processes.</p>	<p>Not yet initiated. Timeline runs through 2008.</p>
<p>3. DECS, in conjunction with the Office of Legal and Legislative Services (OLLS) will develop a post-mediation survey to assess participants' satisfaction with the process and the mediator. Follow-up survey will assess implementation of mediation agreements.</p>	<p>Sample surveys have been obtained from the Consortium for Appropriate Dispute Resolution (CADRE). This is an on-going activity and is not yet complete.</p>
<p>4. DECS will utilize the data obtained in the mediation survey to evaluate the effectiveness of the KDE mediation system and individual mediators.</p>	<p>Not yet initiated. Activity is to begin in May 2007.</p>
<p>Activities to Increase the number of mediations</p>	<p>Discussion of Improvement Activities Completed</p>
<p>1. DECS will convene a group of diverse stakeholders including advocacy groups, parent groups, IHEs and local school districts to gather, develop and publicize mediation resources.</p>	<p>A group of diverse stakeholders (parents, advocacy groups, Directors of Special Education, Special Education Co-operatives, Parent Resource Centers (PRCs), mediators and KDE staff) were initially convened by DECS in May</p>

Activity	Discussion of Improvement Activities Completed
	<p>2006.</p> <p>The Mediation Work Group has met three times. Two sub-committees have been formed to deal with the areas of training and publications, and publicity.</p> <p>The training sub-committee developed a new mediation brochure in July for statewide distribution and inclusion on the KDE web site. The entire work group gave its input and approval during its August meeting.</p> <p>A mediation flyer is in the process of being developed by the publicity sub-committee.</p> <p>Note: Mid-South Regional Resource Center is facilitating the process for the work group</p>
<p>2. DECS and stakeholders will develop trainings on mediation for state and local presentations, utilizing successful participants as presenters.</p>	<p>Trainings developed by DECS staff and a KDE mediator are in the process of being combined for the upcoming 2007 Parent/Professional Conference.</p>
<p>3. DECS and stakeholders will develop media plan, including TV, radio, newspaper, and public service announcements to publicize mediation trainings.</p>	<p>A publicity sub-committee for the Mediation Work Group has been formed.</p>
<p>4. DECS / stakeholders will present mediation trainings to a minimum of 4 forums around the state.</p>	<p>The initial mediation presentation will be made at the March 2007 Parent/ Professional Conference in Lexington.</p>

Activity	Discussion of Improvement Activities Completed
5. KDE will distribute paper copies or web site address of <i>Special Education Mediation, A Guide for Parents</i> to parent groups.	A new mediation brochure was developed by the Mediation Work Group. It is currently in draft form.
6. DECS will distribute video on mediation process to Parent Resource Centers, co-ops, and statewide parent groups or publicize web site address with information regarding web access to the materials.	After viewing the video, the Mediation Work Group did not reach consensus on whether this was an appropriate activity. The activity will be reviewed during the upcoming year.
7. DECS will develop a mediation packet for distribution to parents/guardians at transition points (Part C to B, preschool to Kindergarten, middle to high school Individual Graduation Plan meetings).	Activity is scheduled to begin in May 2007.
8. DECS staff will present on the topic of mediation with current or former mediators at the 2006 Parent/ Professional Conference, 2006 Regional Training Center Conference, the 2007 Head Start conference and the 2007 CEC Conference.	<p>DECS staff was scheduled to present at the 2006 Parent/Professional conference but due to the presenter's illness, the session was cancelled.</p> <p>DECS staff and a current KDE mediator are presenting at the 2007 Parent- Professional Conference.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005:

Mid-South Regional Resource Center was added as a resource for several of the above Activities. This is based on Mid-South's on-going assistance with facilitation of the Mediation Work Group. .

Indicator 19, Appendix A

U.S. DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES OFFICE OF SPECIAL EDUCATION PROGRAMS	TABLE 7	PAGE 1 OF 1
	REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT	OMB NO.: 1820-NEW
	2006-07	FORM EXPIRES: XX/XX/XXXX
		STATE:

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	
(1.1) Complaints with reports issued	26
(a) Reports with findings	7
(b) Reports within timeline	8
(c) Reports within extended timelines	7
(1.2) Complaints withdrawn or dismissed	11
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

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SECTION B: Mediation requests	
(2) Mediation requests total	16
(2.1) Mediations	
(a) Mediations related to due process	3
(i) Mediation agreements	2
(b) Mediations not related to due process	9
(i) Mediation agreements	6
(2.2) Mediations not held (including pending)	4

SECTION C: Hearing requests	
(3) Hearing requests total	19
(3.1) Resolution sessions	16
(a) Settlement agreements	11
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	17

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	
(a) Settlement agreements	
(4.2) Expedited hearings (fully adjudicated)	
(a) Change of placement ordered	

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development:****Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2005

The December 1, 2005 Child Count, 2005 Environment, and 2004-2005 Assessment Data Tables were mailed to the Office of Special Education Programs and emailed to Westat on January 31, 2006. Tables for Personnel, Discipline and Exiting were mailed to the Office of Special Education Programs and emailed to Westat on October 3, 2006. All of these submissions were prior to their due dates. The target for FFY 2005 was met.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:**Section 618 Data**

DECS staff continued to facilitate the advisory group for the special education tracking system (SETS) to the student information system (SIS). This group met on at least

three occasions during the 2005-2006 school year. During these meetings the group reviewed concerns gathered from districts across the state relative to SETS. These issues were discussed and consideration was given to each concern. Over the course of these meetings, a number of modification requests to the current SETS module of the SIS were recommended to the leadership at the Kentucky Department of Education who oversee the SIS. KDE leadership submitted these requests to the SIS vendor for estimates on development hours required. The advisory group reviewed the response from the vendor and based on the available hours of development that could be devoted to the SETS component, prioritized the requested items for modification.

The SETS advisory group also worked with the vendor in developing agenda for the Start of Year and End of Year trainings. In addition, the group revised the SETS Data Standards Reference Guide. This guide establishes a standard definition for data items in SETS.

The SIS continues to maintain a Support Desk to offer help and assistance to users of the SETS product. This support desk can be accessed via toll free phone lines or email. Support Desk staff communicates regularly with DECS staff to resolve issues consistent with federal and state laws.

Staff from DECS received and reviewed local district Section 618 data to assure the validity and quality of these data. Reviews included monitoring submissions, checking data tables to make sure data is complete, and checking for internal validity and integrity. When errors in LEA data submissions are detected, the LEA Director of Special Education (DoSE) was contacted to make adjustments to the data as necessary.

Annual Performance Report

The DECS State Performance Plan/APR work group met on a monthly basis during the calendar year 2006. Sub-groups working on various indicators of the State Performance Plan have also met to work on the activities and targets of their individual indicators. These groups have reported back to the larger group on progress with meeting the stated activities and timelines as contained in the SPP.

Monthly staff meetings of DECS has not always occurred each month. However, the staff has met throughout the year and the SPP/APR is always a focus of discussion. It is also important to note that the monthly meetings of the SPP/APR work group involves much of the DECS staff and as a result information and updates are readily available. In addition, staff on the work group meet informally with other Staff to acquire data and other information necessary to complete work on the various indicators.

Staff from the Division of Exceptional Children Services attended various meetings either sponsored or co-sponsored by the US Department of Education relative to the SPP and APR. This includes the annual 'Part B and Part C Data Managers Meeting May 21-25 in Bethesda, Maryland; the National Accountability Conference September

17-20 in Denver, Colorado; the OSEP Leadership Conference August 29-30 in Washington, DC; and the NASDSE Conference November 12-14 in Williamsburg, Virginia. Information from these conferences was shared with the SPP/APR work group and DECS staff.

Quarterly meetings of the SAPEC have addressed the SPP and APR to receive their input and guidance on the plan and activities. The SAPEC has also been instrumental in setting measurable and rigorous targets for each indicator.

These ongoing and continuous activities for both the Section 618 Data and the State Performance Plan/Annual Performance Report assure submissions that are not only timely and accurate but which are also a valid measure of Kentucky's special education performance. As a result of these activities, DECS was able to improve upon its baseline performance with respect to timely submission of these reports.

Finally, Kentucky determined its percentages for being Timely and Accurate separately but used the same process for both as described in the revised SPP for this indicator. Briefly described, Kentucky counted the number of reports that were submitted to the US DOE and computed a percent of those reports that were submitted on or before their due dates for both the FFY 2004 and FFY 2005 years. For accuracy, Kentucky determined that if a report had to be re-submitted that it was not accurate and calculated the percent of reports that were resubmitted for both FFY 2004 and FFY 2005. (See Tables 20A and 20B on the following pages.)

The baseline data reported in the SPP for this indicator for the 2004-2005 school year was:

Table 20A: 2004-2005 Report of Timeliness and Accuracy of Federal Reporting

Status	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	SPP	APR	Percent
Timely	0	1	0	1	1	NA	NA	1	66.67%
Accurate	0	1	0	0	0	NA	NA	1	33.33%

The 2005-2006 data follows:

Table 20B: 2005-2006 Report of Timeliness and Accuracy of Federal Reporting

Status	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	SPP	APR	Percent
Timely	1	1	1	1	1	1	1		100.00%
Accurate	0	1	0	1	1	0	0		42.86%

These two tables (Tables 20A and 20B above) document that during for the FFY 2004 baseline year, Kentucky was 66.67% timely with data submissions of six (6) federal reports. Tables 1 and 2 of the Section 618 data were past due while Table 6 and the

SPP were not required submissions. For accuracy, Table 20A shows that during the baseline year, Kentucky had to revise four (4) of the six (6) reports due changes in their contents. Table 20B reports the same information for FFY 2005 for all eight (8) reports. This table demonstrates that Kentucky was 100.00% timely with all reports submitted by their due dates. The accuracy of these reports improved from 33.33% to 50.00% as half of these reports had to be corrected after submission. As a result, Kentucky failed to meet its target for the 2005-2006 school year though it did make improvement in both the Timeliness and Accuracy ratings of these reports.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005

At this time DECS does not propose any changes to the current targets or Improvement Activities as significant progress was made from FFY 2004 to FFY 2005.